

**The influence of management of teaching and learning on matriculation  
examination results in the Sekhukhune District, Limpopo Province**

**by**

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## DECLARATION

I, **FABI, SAMUEL ABOLARINWA**, declare that the contents of this dissertation represent my own original work, and that the dissertation has not previously been submitted for academic examination towards any qualification. All references have been duly acknowledged.

Furthermore, it represents my own findings and not necessarily those of the University of South Africa.

Signed:  Date: 08 October 2013.

## **ACKNOWLEDGEMENTS**

Genuine appreciation and gratitude are expressed to all who have assisted me in the completion of this study. A number of persons played important roles in this research project, namely:

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  - Allowing this research study to be conducted in their schools.
  - Generously giving their time in the research interviews and in the completion of the questionnaire for the research study.
4. All authors, researchers, educationists and all the other referencing materials that have been used during this research study.

## **DEDICATION**

This research is dedicated to the Most High God, the One who was, who is, and is to come, for giving me the strength, knowledge, wisdom and understanding required to finish this research project.

This is in agreement with the word of God that says, “I can do all things through Christ who strengthens me” (Philippians 4:13).

This is also dedicated to:

- My beloved parents, Mr Johnson Babarinde and Mrs Felicia Fabi who have always been by my side.
- All the members of my family, friends and colleagues.

## **ABSTRACT**

Management entails achieving our goals through other people with the effective use of available resources. This study investigated the influence of the management of teaching and learning on the matriculation results of grade 12 learners in schools under Moroke Circuit in Limpopo Province, having considered the instructional and transformational leadership activities of the school leaders.

The literature that has been consulted, explains the concept of the management of teaching and learning, the instructional and transformational leadership of the school principal, approaches used by the school leadership to ensure effective management of teaching and learning, the role of all stakeholders in ensuring effective management systems and positive and/or negative influence of the management of teaching and learning on matriculation examination results.

Two schools from the rural area of Limpopo Province were selected for the purpose of gathering information relating to the management activities of the schools, educators' roles, the roles of the parents and those of learners in ensuring good results in the matriculation examination. Good leadership has a recognisable influence on the performance of learners in their academic work. Therefore, the presence of this was explored in the schools selected as sample for this study.

All the above topics have been explained in full taking into consideration data gathered from the two schools selected for the study. The study has revealed that effective management of teaching and learning promotes discipline in the school and impacts positively on the matriculation examination results. However, poor management of teaching and learning affects the performance of learners negatively. The conclusion is, therefore, that effective management of teaching and learning is inevitable in every school that aims at performing high in the matriculation examination every year. Recommendations have also been given as to how the management of teaching and learning can be improved upon in order to influence the matriculation examination results of our schools positively.

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## **CHAPTER 1**

### **INTRODUCTION AND BACKGROUND TO THE STUDY**

#### **1.1 INTRODUCTION**

This research is conducted to reflect the influence that the management of teaching and learning has on the matric results of learners in Greater Sekhukhune Education District in Limpopo Province. As an educator who is actively engaged in the classroom, teaching accounting and tourism in one of the schools in the Sekhukhune District in Limpopo, my interest is to reflect on the issues affecting our learners' performance in their matriculation examinations and show how far the management of teaching and learning (which includes instructional and transformational leadership) can go in achieving the expected level of performance in learning as shown in the matriculation examination results of these learners.

Hallinger (2003:329-330), asserts that models of instructional and transformational leadership focus explicitly on the manner in which the educational leadership exercised by school administrators and teachers brings about improved educational outcomes. In support of this, Bush and Jackson (2002:417), state that the relationship between high quality school leadership and educational outcomes is well documented. Generations of research on school effectiveness also show that excellent leadership is, invariably, one of the main factors in high performing schools (Marks & Printy, 2003:370).

The Moroke Circuit has faced many challenges because of shortage of qualified educators, strike actions, limited Learning and Teaching Support Materials (LTSM), shortage of basic facilities in the rural schools, lack of good and accessible roads to some of these schools, poverty, lack of incentives and motivation for teachers and so on. One or two, if not all of these challenges have, no doubt, contributed to the poor performance of learners in their matriculation examinations every year.

Even though some of the challenges faced by the Education Department are not completely alleviated, the matriculation results in some schools have changed for the better each year and the progressive change in the year 2010 matric results has definitely raised some questions in the minds of many stakeholders like the parents, the community and some educators. This has

actually motivated me to conduct this study on the management of teaching and learning in the schools using two selected schools as a case study. The two schools selected experienced a significant progressive change (90% pass rate) in the matriculation examination results for the year despite being in the rural areas and having limited resources (Department of Basic Education, 2011: 1-3).

The questions to answer include, what are the measures introduced by the Department of Basic Education to bring about positive change in our schools? What are the roles played by the school managers at school level? What administrative support are teachers provided with in ensuring effective teaching and learning? What contributions are the schools receiving from the parents and the community at large? Aspects of positive and negative influence of the management of teaching and learning are also explored to show how these have impacted on the matriculation examination results.

Southworth (2002:73) argues that we need to create ‘learning and teaching schools’ as environments most responsive for instructional leadership and for the development of instructional leaders. This study focuses on the effectiveness of the management of instructional practices by school managers or instructional leaders and how this effectiveness has impacted on learner performance in the Moroke Circuit. The investigator’s belief in this regard, is that, the major contributing factor is the effectiveness of the instructional practices engaged in by the school management and instructional leadership.

## **1.2 PROBLEM FORMULATION**

### **1.2.1 Awareness of the problem**

The attention of the researcher has been drawn to the poor performance, in the 2010 matriculation examination results, of learners in Moroke Circuit in Limpopo Province. It has been reported that only 5 schools in the circuit obtained pass rate of 80% and above out of 14 High schools in the circuit and that 7 of the schools obtained below 50% (Department of Basic Education, 2011:1-3).

The report shows that, out of 476 learners who wrote the examination in the whole circuit, only 66 of them qualified for University entrance. The researcher notes that, out of the 66

learners who qualify for the University entrance, 25 learners are from one school (Department of Basic Education, 2011: 1-3). Hence the statistics shown above in the performance of these schools have drawn the attention of the researcher and confirm his resolve to investigate the success story of the schools that performed well in the examinations.

### **1.2.2 Examination of the problem**

From my years of experience, I have come to believe that learner performance in the matriculation examination is closely related to the management of teaching and learning in each school. Schools that have obtained more than 80% pass rate seem to be actually having good management of teaching and learning systems in place and discipline is maintained in those schools. This, however, does not mean that other schools that have underperformed, lack discipline or are not having good management systems. It might possibly mean that these schools still need to do more in terms of entrenching good discipline and effective management of teaching and learning systems.

### **1.2.3 Statement of the problem**

This study examines how the management of teaching and learning impacts matriculation results with special reference to two schools (Phafane and Poo) in the Moroke Circuit under Magakala Cluster in Sekhukhune District of Limpopo. The focus is on the following specific research questions:

- i. What does the concept “management of teaching and learning” mean with special reference to the matriculation results of schools in the Moroke Circuit, Limpopo Province.
- ii. What aspects of educational and transformational leadership in schools does the literature identify as contributing to improved teaching and learning?
- iii. What roles do the following stakeholders play in ensuring the effective management of teaching and learning for better performance in the matriculation examination?
  - The government
  - School managers and the SMT

- The teachers
  - Parents and the communities
  - The learners
- iv. What are the systems or approaches that must be put in place by the school leadership in managing the teaching and learning activities of the selected schools?
- v. What are the positive and/ or negative influences of the management of teaching and learning on learner performance?

### **1.3 AIMS OF THE STUDY**

The aims of the research are to:

- i. Explain the concept “management of teaching and learning” and examine its impact on the matriculation examination results of schools in Moroke Circuit;
- ii. Determine from the literature and the empirical study, the aspects of:
  - Instructional leadership that help in establishing the culture of teaching and learning in the schools (Kruger, 2003);
  - Instructional and transformational leadership in the schools which focus explicitly on the manner in which the educational leadership exercised by school administrators and teachers brings about improved learner performance (Hallinger, 2003:329), and
  - The impact of principals’ leadership behaviour on instructional practice.
- iii. To determine the roles of the stakeholders in ensuring the effectiveness of the management of teaching and learning in the schools, especially
  - The government
  - School managers and the SMT
  - The teachers
  - Parents and the communities



- The learners;
- iv. Identify the systems or approaches put in place by the school leadership in managing the teaching and learning activities of the selected schools; and
  - v. Describe the positive and/or negative influences of the management of teaching and learning on learner performance.

## **1.4 SIGNIFICANCE OF THE STUDY**

This study has some contributions to make to the improvement of schools in Limpopo as well as the other provinces in South Africa. The findings will make a positive contribution to the determination of school curriculum to address the volume of class activities expected of the teachers in preparing learners for their matriculation examinations. This study will also attempt to confirm or otherwise refute the use of school examination results as a measure of the effectiveness of schools. The researcher is also of the opinion that the study will inform policy development towards more accurate and reliable measures of determining learner performance in relation to matriculation examinations, especially performance that can be qualified as acceptable or not.

## **1.5 RESEARCH METHODOLOGY**

### **1.5.1 Rationale for choice of research approach**

Research methodology comprises the collection and analysis of data necessary to solve a research problem and this must be relevant to the problem that needs to be solved.

The research approach that is adopted in this study is the qualitative approach. In qualitative research, an investigation is conducted, evidence is collected and then a theory is constructed. In this research activity, the case study approach is appropriate because it constitutes an important and useful means of gathering data in qualitative research. According to MacMillan and Schumacher (2010:316), case study focuses on a single phenomenon (an individual or distinct group). Only 2 schools have been selected for the purpose of this study

to represent the schools (the group) in the Circuit. These two schools, which are in the same Cluster and under the same Circuit management, are selected for reasons of accessibility and significant improvement in the pass rate of learners in their matriculation results of 2011 to above 80% (Department of Basic Education, 2011: 1-3).

### **1.5.2 Limitations of the research**

This study is narrowed to the influences that the management of teaching and learning has on matriculation results of learners in Moroke Circuit in Magakala Clusters of Sekhukhune District of Limpopo and only two schools are selected as case study for the research investigation. The approach is limited to the qualitative analysis only.

## **1.6 DEFINITION OF ESSENTIAL TERMS/CONCEPTS**

The definition of essential terms is provided below:

- **Cluster** – This is a collection of Circuits under the Department of Education. Five Circuits are represented under this.
- **District** – This is a geographical unit as determined by the relevant provincial legislation or prevailing provincial practice.
- **Dysfunctional schools** – These are schools that perform below 50 percent pass rate in their Grade 12 final overall results.
- **Education** – This is training provided by an education institution, as defined in Section 1 of the Manpower Training Act, 1981 (Act No. 56 of 1981) (RSA, 1981).
- **Educator** – This refers to a person, who teaches, educates or trains other persons or who offers professional educational services such as professional therapy and education, psychological services at a school (Section 1 of Public Service Act of 1994) (RSA, 1994).
- **Effectiveness** – This is referred to as success.
- **Grade** – It is the standard (level) that the learner is in learning the part of an educational programme which s/he may complete in one school year. It is the class which the learner belongs to in a particular year of study.

- **High school** – This is an institution of learning that takes learners from Grade 8 to Grade 12 (final class of the schooling system).
- **Influence** – It is the effect or impact
- **Learner** – This is a person enrolled in a school or any person receiving education according to the terms of South African Schools Act 84 of 1996 (RSA, 1996b).
- **Learner performance** – This is the outcome or achievement of learning activities by a learner
- **Matriculation examination** – This is the final examination written at the end of grade 12 class in South Africa.
- **Performance** – A notable action or achievement attained by learners in the matriculation examination.
- **Policy** – This specifies the basic principles to be pursued in attaining specific goals.
- **Poor Performance** – An achievement attained by learners that is considered insufficient to attain matriculation pass.
- **Principal** – This is an educator/person appointed as the manager and leader of a school. It is the same as Headmaster/Mistress in other systems of education.
- **Province** – This is a region/inhabitant area as established by Section 124 of the South African Constitution. South Africa is divided into 9 Provinces (RSA, 1996a).
- **School** – This is an institution that enrolls learners in one or more grades from Grade R (Reception) to Grade Twelve, according to the South African Schools Act 84 of 1996.
- **School examination result** – The outcome of written examination in a school.
- **Stakeholder** – This is an organisation or body with direct and continuing interest in the education institution, programme, phase or sector in question as termed by South African Schools Act 84 of 1996. Parents, teachers and the community are also referred to as stakeholders in the education of learners.
- **Systems Theory** – A philosophical perspective that regards “Truth as a whole”.

## **1.7 ORGANISATION OF THE CHAPTERS**

The research is organised into five chapters. Chapter one provides an introduction/background to the study, the problem formulation, followed by the aims of the research, the significance of the research and the organization of the dissertation.

Chapter two presents a literature review relating to all the research aims. The first research aim is to explore the concept of the management of teaching and learning and its impact on matriculation examinations. The second research aim is to determine from the literature and empirical study the aspects of instructional leadership that help in establishing a culture of teaching and learning in our schools, the instructional and transformational leadership in the schools which focus explicitly on the manner in which the educational leadership exercised by school administrators and teachers brings about improved learner performance. The third research aim is to identify the roles of the stakeholders in ensuring the effectiveness of the management of teaching and learning in our schools. The fourth research aim is to identify the systems or approaches put in place by the school leadership in managing the teaching and learning activities of the two selected schools.

The fifth research aim is to describe the aspects of positive/negative influences of the management of teaching and learning on learner performance.

Chapter three discusses the research methodology and approach where data collection methods, namely, observation, interviews and questionnaire are elaborated upon. The chapter also discusses the reliability and credibility of the data collected.

Analysis of data collected during the investigation is discussed in chapter four.

Chapter five is the summary in which the main findings are discussed in the light of the guiding research questions and the literature review. The chapter makes recommendations for improvement of school leadership and management systems for desirable learner performance in matriculation examinations. The chapter also recommends areas for further research.

## **CHAPTER 2**

### **LITERATURE REVIEW/THEORETICAL FRAMEWORK**

#### **2.1 INTRODUCTION**

This review focuses on the effectiveness of the management of teaching and learning and its impact on learner performance in matriculation examinations in Moroke Circuit, Magakala Cluster, Sekhukhune District of Limpopo Province. The chapter also serves as a theoretical framework for the study.

The review highlights the concept of management and the management of teaching and learning in our schools including instructional and transformational leadership tasks of school leaders with different views and submissions from various authors. It places emphasis on the practice of teaching and learning in the school, the art of managing the school curriculum and instruction and establishing a culture of teaching and learning in the schools. An effective manager is a leader. Leading is not simply giving orders. Leading, according to Myeni (2010: 28), is defined as activity that infuses energy into the enterprise to activate its members and resources to get things moving and keep them in motion. Myeni (2010: 38) explains that leaders can best be judged by the behaviour of their subordinates, not by what they profess. When followers perform well, cooperate effectively, and put forth extra effort to achieve group goals, the manager is described as being a good leader. When people perform badly, fail to cooperate, and do a minimal amount of work, the manager is described as a weak or ineffective leader. Three routes to becoming a leader are knowledge, charisma and delegated authority (Kouzes, 2003:297). Knowledge is defined by Merriam-Webster dictionary (2013) as the fact or condition of knowing something with familiarity gained through experience or association. Charisma, according to Oxford Advanced Learner's Dictionary (2013), is defined as the powerful personal quality that some people have to attract and impress other people. Delegated authority simply means entrusting someone else to do parts of your job.

The basics of leadership have been the same for centuries. That means that its content has not changed though its context has changed drastically. For example, as a leader, one needs to have influence, vision and values, which are the core aspects of leadership, which are the

same now as they were at the start of the development of leadership as a concept. The context under which leaders work changes drastically with time, for example, the heightened uncertainty of life e.g. natural and non-natural disasters, globalisation, economic changes (global economy), social change (social capital), financial change (financial capital) and technological change, affect the way leaders lead (Kouzes, 2003:301).

A good manager manages things while a good leader influences and impacts people. In spite of intensive research efforts, it has proven difficult to isolate specific personal traits shared by leaders (Ehlers & Lazenby, 2007: 217). Any person who is in a high position needs to have traits of a good manager and a good leader.

The combination of good leadership and management skills always lead to successful organisations (good performance of the workers). It is important to note that leadership is not better than management or a replacement for it. Leadership and management complement each other, and expertise in both is necessary for successful strategy implementation and survival in the contemporary working situation/environment (Kouzes, 2003:315).

## **2.2 THE CONCEPT OF MANAGEMENT**

### **2.2.1 Management functions and styles**

Management is the process of planning, organising, leading and controlling the resources of an organisation to achieve stated organisational goals as efficiently as possible. Myeni (2010:29) expounds that management function includes planning, organizing, staffing, policy-making, leading, financing and controlling, which is performed by a group of individuals known as managers. Therefore, any management of teaching and learning can be said to be the process of planning, organising, leading and controlling school resources in order to achieve the goals of teaching and learning. Van der Westhuizen (2007:81-118) explains that a school is an institution that is managed by universal management functions which are tailored to suit the nature and objective of each particular type of school. General management function includes an examination of the management process as a whole (Myeni, 2010:29). General management embraces the overall function through which top management develops strategies and formulates policies for the whole organisation. It also cuts through all other functions,

because functions such as planning and controlling are performed not only at top level, but also in each functional area, such as marketing, finance, production or operations, human resource and purchasing. A manager, irrespective of his level, plays the following roles (Smit & Cronje, 2004:11):

**Decision-making role:** This involves being an entrepreneur, problem solver, allocator of resources and a negotiator. The principal, as the manager of a school also makes decision on allocation of resources and other issues affecting the smooth running of the school.

**Interpersonal role:** This involves being the figurehead, leader and a relationship builder. The principal, in his capacity, also promotes good relationship among the staff members and learners.

**Information skills:** Information skills involve being a monitor, an analyser and a spokesperson. The principal as the school manager is responsible in distribution of important information necessary for teaching and learning activities in the school.

The manager also needs to possess the following skills (Smit & Cronje, 2004:19):

**Conceptual skills:** This refers to the mental ability to view the operation of the organisation and its parts holistically.

**Interpersonal skills:** This refers to the ability to work with people.

**Technical skills:** This refers to the ability to use the knowledge or techniques of a specific discipline to attain the objectives of the organisation.

These skills are very important to teachers in whatever management positions they find themselves.

A manager, whether in a company or a school, manages things, money and people. Management of people is the most difficult, because, to manage the other two, the manager must work with and through people. Hence a manager's main activities are mostly concerned with the management of people (Ehlers & Lazenby, 2007:219). Therefore, it suffices to say that quality teaching and learning in our schools can only be achieved in the presence of an effective management of the teaching and learning system.

### **2.2.2 Different levels and kinds of managers**

Managers are responsible for different departments; they work at different levels and meet different requirements. They are classified into three categories, according to their level, in the organization (Smit & Cronje, 2004:20-25):

**Top management:** This is a small group of managers with whom the final authority and responsibility to execute management process rest. It is the apex or the top level of management. It is responsible for the organisation as a whole in determining its mission, goals and overall strategies.

**Middle management:** This is the middle level of management. It is responsible for specific departments of the organisation and is primarily responsible for implementing policies, plans and strategies formulated by top management. It is also responsible for the medium term and short term planning of an organisation.

**Line management:** This is the lower level of management. It is responsible for even smaller segments of the organisation. Its managerial functions are centred on the daily activities of the departments. The personnel involved are responsible for short term planning and implementing plans of the middle management.

### **2.2.3 Disciplines of management**

Every manager does the same job and performs the same activities irrespective of rank or profession. The following disciplines relate to all managers (Wellman, 1997:97; Myeni, 2010:29):

**Planning:** Before any action is taken in any organisation, planning is necessary or is done. It involves identifying ways of attaining the goals and the resources needed for the task.

**Analysing:** This involves the analysis of the available data for the next management discipline.

**Organising:** Once goals and plans have been determined and data analysed, management has to allocate the organisation's human and physical resources to relevant departments or individuals to achieve the goals.



Leading: Leading means communicating goals through the organisation and motivating departments and individuals to perform in order for the organisation's vision and goals to be met. This refers to directing the human resources of the organisation to meet the goals of the organisation.

Controlling: Controlling involves making sure that the organisation is on the right track or course. This involves the checking of the organisation's performance in attaining the preset goals, considering any deviations to take into account and identifying any factors that might oblige the organisation to revise its goals and plans.

#### **2.2.4 The values of a good manager**

According to Ehlers and Lazenby (2007: 220), a good manager possesses the following:

Coping with complexity: The manager manages the status quo.

He directs others in order to meet the demands and purposes of the organization by telling fellow workers what they are supposed to do.

He is very analytical, controlled, structured and sees his/her work as a quantitative science. In other words he is more focussed on finishing and doing the work according to the book and/or agreed or specified time.

He focuses on details, instructs and applies authority. He/she is not authoritative ('autocratic'), and embraces flexibility; there is great room for innovation and creativity. The converse of the above characteristics constitutes a bad manager.

### **2.3 THE CONCEPT OF LEADERSHIP**

The leadership concept is explained according to the following sub-headings:

#### **2.3.1 The nature and extent of leadership**

For years, leadership has been defined as a process of influence. It was believed that when one was trying to influence the thoughts and actions of others towards any goal accomplishment, in either personal or professional life, one was engaging in leadership. In recent years, the definition of leadership has changed to the capacity to influence others by

unleashing their power and potential to impact the greater good. This was changed because leadership is not about goal accomplishment and results only. Goal orientated leadership tends to produce short-term results. Leadership is a high calling (long term results), which is not just about personal gain or goal accomplishment, but has a higher purpose. Leadership is also described as a process whereby an individual influences a group of individuals to achieve a common goal (Pettinger, 2007:459-460; Myeni, 2010:28).

Leaders tend to be successful for a short stint if they focus only on goal accomplishment. What tends to be left behind is the condition of the human organisation (morale and job satisfaction of both employees and clients alike). For the success of any organisation, both customer and employee development is of equal importance to performance (Kouzes, 2003:420). Leading at a higher level, therefore, is a process which can be defined as the process of achieving worthwhile results while acting with respect, care, and fairness for the well-being of all involved (Kouzes, 2003:435). Leaders exhibit certain different characteristics. These vary from profession to profession. Though each leader is unique, there are shared practices or patterns that can be learned. Leadership is ultimately about creating a way for people to contribute to making something extraordinary happen. This means that leadership is not about leading people and expecting them to follow you as a leader. It is about engaging and letting the people that you are a leader of, contribute towards the shaping of the organisation that they form part of (Kouzes, 2003:513). An effective leader is seen as one who creates an environment where people can feel loved, appreciated and respected (Termini, 2007:9-10).

Shaw (2006:56) explains in his book, 'The Four V's of Leadership' that leadership comprises:

(a) Vision which enables one to be very clear of what he/ she wants to become or achieve. It can be achieved when one makes an honest self-assessment (introspection). The starting point is to first identify where one is at present and conduct honest self-assessment considering the previous (backwards) and future (forwards) lives, zooming in particularly on one's greatest joys, pleasures, successes and failures. This helps one to identify one's strengths, weaknesses, opportunities and threats (SWOT analysis). One should build on one's strengths; use one's weaknesses as stepping-stones forward (keep looking forward); and let one's vision be bold and realistic. This means that one must consider the **SMART** factor when constructing one's vision:

**Simplicity** - It means the vision must not be a difficult one to achieve

**Measurability** – The vision must be measurable

**Accuracy** – It must be accurate

**Realisticity** – It must be realistic

**Time frame** – The vision must have a time-frame in which it must be achieved.

b) Values which are beliefs or behaviours that are of particular importance to an individual in the way he/she lives his/her life and interacts with other people (Shaw, 2006). They are as a result of beliefs, moral judgements, intellectual assumptions and experience. Values originate from our families' teachings, culture, religion and practical experience. They relate to outcomes, set standards, interrelations and how time and resources are being used. The above applies to both human beings and the organisations that they are leading too. According to Shaw (2006:56), personal values have a powerful influence on the way we operate in our work. Some of the crucial values in one's life are:

(i) Integrity: being open and honest

(ii) People: valuing and developing people

(iii) Customers: adding value in helping customers achieve their objectives

(iv) Teamwork: working with all stakeholders to achieve the organisation's objectives.

(v) Innovation: challenge and invention.

Shaw's work (2006:40-45) further affirms that no organisation can be successful without a carefully chosen set of values that will always keep the organisation focused. By implication this suggests that, for any organisation to be successful, its values should always be consistent or in line with the organisation's vision and mission. This applies also to our schools.

c) Value added which refers to bringing a distinctive contribution that makes a significant difference to personal or organisational outcomes (Shaw, 2006:47). An organisational resource is valuable if it adds value. It is valuable if it helps the organisation to exploit the

external opportunities (Ehlers & Lazenby, 2007:87). Shaw (2006:90) suggests the following ways of adding value:

- Provision of a specific piece of specialist information.
- Bringing a specialist skill that provides a perspective or takes a particular task onto another level.
- Enabling a group of people to work together.
- Seeing clearly the next steps and giving some direction to a discussion or a piece of work.
- Identifying very clearly the outcomes that are necessary.
- Providing the encouragement and goodwill that enables people to work together effectively.
- Enabling individuals to learn and grow through the experience that they are going through.

Added value can be summarised as encouraging others and being positive about what the organisation has set itself to achieve. It is not a 'cut and dry' matter; it needs reflection time during which honesty and frankness should prevail. That means that it is not an event but a process.

d) Vitality which is an energy which enables one to maintain a positive outlook across the different spheres of life (Shaw, 2006:123). Science tells us that our energy fluctuates due to factors such as exhaustion. This applies to all workers in an organisation; as leader, one needs to take care of energy levels and enthusiasm of his or her co-workers.

Shaw (2006:125) recommends the following tips for leaders and managers in helping others to feel energised:

- To understand what energises individual members of staff. This allows the manager to work on that aspect and to further motivate the members of staff in carrying out their respective duties.
- To take into account what is required of each member of staff. This allows the

manager to provide the necessary support for each member of staff in order to effectively discharge their duties.

- To have open feedback arrangements, where there is a clear understanding of the impact of energy levels of individual people. Managers are able to receive various opinions from members of staff, and to make effective use of opinions that are acceptable.
- Observing individual energy levels of the workforce and understanding the reasons for them. Managers are able to know what drives each member of staff to perform well and how it can be improved upon.
- Usage of acts of recognition or small celebrations to those who have done good jobs or performed well. This encourages employees to continue to perform well. Hence, increases the credibility of the manager.
- To have a clear plan for the future in terms of maintaining and enhancing the energy levels of staff. This promotes stability and continuity on the part of the business or organisation.

It is eminent that employees tend to stay long on a job where the leadership is friendly and creates a positive organisational culture (Perry, 2010:108-110). The above information suggests that the leader or manager needs to build personal relationships with his or her staff. This is a relationship or friendship that goes outside the ambit of the work situation. Factors that are outside the work situation but which can make an employee's energy depreciate are social challenges at home, church, etc.

### **2.3.2 Different leadership styles**

For a very long time, people thought there were only two leadership styles, namely, autocratic and democratic. This resulted in a great deal of bickering over these two extremes, insisting that one style was better than the other. For example, democratic managers were accused of being too soft and easy, while their autocratic counterparts were often called too tough and domineering (Kouzes, 2003:201; Van Wart, 2008:74). One cannot agree more with Blanchard (2007:78) in his book, 'Leading at Higher Level', when he says that it is important to match leadership style with development level. This matching strategy is the essence of 'Situational Leadership', a leadership model originally developed by Ken Blanchard and Paul

Hersey at Ohio University in 1968. This revised Situational model was referred to as Situational Leadership II, that has endured an effective approach to managing and motivating people because it opens up communication and fosters a partnership between the leader and the people the leader supports and depends on. Situational Leadership II is based on the belief that people can and want to develop and there is no best leadership style to encourage that development. One needs to tailor his/her leadership style according to the situation. According to the Situational Leadership II Model, there are four basic leadership styles with their corresponding basic development skills, which are shown in the Table 2.1 below:

**Table 2.1: Basic leadership styles with their corresponding development skills.**

<b>Leadership style</b>	<b>Basic development skill</b>
1. Directing	Enthusiastic beginner
2. Coaching	Disillusioned learner
3. Supporting	Capable but cautious performer
4. Delegating	Self-reliant achiever

Source: Kouzes, 2003:231.

The enthusiastic beginner is highly committed and possesses low competence skills. He/she needs direction. Directing leadership style is appropriate for such person (James and Collins, 2008:72-73). The disillusioned learner shows low commitment and a few low competence skills. Someone at this stage needs coaching to bring back both commitment and the missing competence skills. The coaching leadership style is appropriate for such a person (Kouzes, 2003:279). The capable but cautious performer shows moderate to high competence but also shows variable commitment. Someone at this level needs support. A supporting leadership style is needed for such a person. The self-reliant achiever shows high commitment and high competence. This is a person that can be relied on. Delegation is appropriate for this kind of a person, therefore a delegating leadership style is appropriate for such a person. The above supports the notion that in any working environment, leadership styles should be tailored according to the situation (Myeni, 2010:104-106).

### **2.3.3 The characteristics of a good or bad leader**

Kouzes (2003:315) argues that a good leader leads by empowering, teaching, developing, and educating the people he/she is leading. He/She has an art of combining results and heart. He/She is concerned with the matters of the heart. Human beings have feelings, a sense of worth and a destiny. Myeni (2010:11) asserts that exemplary leadership practices include inspiring a shared vision, modeling the way, challenging the process, enabling others to act and encouraging the heart to endure.

A good leader has the special skill of combining aggressive personal ambition, independence of thought, and individual resourcefulness on one hand with thinking always in terms of co-operation, communication, concern for others, doing things together, motivating people, interesting them in growth, and enlisting their help, on the other. Specifically, a good leader is a person who is truly effective in achieving worthy results in any field, no matter what the obstacles and with unfailing regard for human beings. A good leader is a person of unimpeachable character; an individual who can be thoroughly trusted. Good leaders are also good listeners, flexible, secure in the knowledge that they alone do not have answers (Blanchard, 2007:205).

The converse of the above qualities of a good leader will constitute a bad leader.

### **2.3.4 The Emotional intelligence of a leader**

According to Ehlers and Lazenby in their book, “Strategic Management” (2007:34), one of the most significant contributions to the field of leadership and management traits is the research of Daniel Goleman in 2004. In their book they highlight Goleman’s finding that effective leaders are similar in one very important aspect, namely, that they all have a high degree of emotional intelligence. Goleman’s research in more than 200 large, global companies, found a direct link between emotional intelligence and measurable business results. The above research findings apply to all effective leaders of any organisation or institution, including schools. This means that school leaders need to demonstrate emotional intelligence in their leadership traits for success in their schools. The Emotional intelligence includes aspects such as (Ehlers & Lazenby, 2007:218-219):

Self-awareness – This is the extent to which an individual is aware of his or her emotions,

strengths, weaknesses, needs and drives. It also reflects the extent to which an individual is aware of and understands his or her own goals. Leaders with high degrees of self-awareness are able to assess themselves realistically, are self-confident, and often have a self-deprecating sense of humour.

Self-regulation - This refers to the extent to which people are in control of their emotions, feelings and impulses. Self-regulating individuals are reasonable, thoughtful, self-reflecting, comfortable with ambiguity, open to change and able to create an environment of trust and fairness.

Motivation - This is a common trait of all effective leaders. Leaders have the desire to achieve for the sake of achievement, rather than for big/huge salaries or status. Motivated leaders have a lot of energy, are optimistic even during setbacks, have passion for their work, thrive through challenges, and like constant learning (Ehlers & Lazenby, 2007:218–219). Self-awareness, self-regulation and motivation are self-management skills.

Empathy – This is the extent to which a leader can thoughtfully consider employees' feelings in the process of making decisions. This is where a leader is able to sense and understand his/her team's viewpoints. He/she has a deep understanding of the existence, importance and complexity of cultural and racial differences.

Social skills - It is the kind of emotional intelligence that is about friendliness with the purpose of leading people in the desired direction, being able to network and interact with anybody, regardless of their background, being capable of managing teams, and being able to build relationships throughout the entire organisation (Ehlers & Lazenby, 2007:219). Empathy and social skills focus on the individual's ability to manage relationships with other people.

### **2.3.5 Instructional and transformational leadership**

Instructional and transformational leadership responsibilities of school leaders emphasise the management of teaching and learning. These tasks, according to Southworth (2002: 77), include:



- Defining the school mission – The mission of a school forms the foundation of the aims and objectives. School mission statements should clearly express the school's educational vision.

The principal, together with the staff members, set a mission, goals and objectives to realise effective teaching and learning.

- Managing the instructional programme – The following aspects concerning the management of the school's instructional programme (managing the curriculum) are of great importance:
  - Coordinating the curriculum and instruction – This is done by designing an efficient school timetable which reflects curricular as well as extracurricular activities.
  - Providing efficient administrative support to ensure the effective realization of the teaching and learning activities.
  - And providing the necessary resources that teachers need to carry out their task.
- Promoting an instructional climate – This entails creating and maintaining a positive school climate in which teaching and learning can take place. In a situation where learning is made exciting, where teachers are supported and where there is a shared sense of purpose, learning will not be difficult.

Mitchell and Castle (2005:409-433) consider school improvement, educational leadership, professional development and school culture as part of the instructional role of elementary school principals.

Hallinger (2003:329-330) describes instructional leadership and transformational leadership theory as focusing explicitly on the manner in which the educational leadership exercised by school administrators and teachers brings about improved educational outcomes as such outcomes relate to the process of schooling as measured by school systems. He sees instructional leadership as focusing predominantly on the role of the school manager in coordinating, controlling, supervising and developing curriculum and instruction in the school. The instructional leadership task of the school manager relates to the core activities of

the school which are teaching and learning in the classroom (Van Deventer & Kruger, 2011:8). These core activities, in the end, determine the learner's success or otherwise outside the classroom in the world at large.

Quinn (2002:447) asserts that instructional leadership is critical to the development and maintenance of an effective school and further explains that student achievement data reveals that the gain scores of students in strong-leader schools are significantly greater in both reading and mathematics than those of students in schools with average or weak leadership. This, of course, highlights the extent to which leadership and management of teaching and learning can determine learner performance in school work.

## **2.4 MANAGEMENT AND LEADERSHIP**

### **2.4.1 Differences between management and leadership**

There is not only a difference between management and leadership, the terms are mutually exclusive (Ehlers & Lazenby, 2007:117). This view is correctly derived from the fact that one manages things, not people, and one leads people, not things. Moreover, there is a qualitative difference between managing and leading. Such difference, according to Ehlers and Lazenby (2007: 132), is apparent as follows:

Managers are people who do things right and leaders are people who do the right thing. Managers do things according to the book and perform management functions which include planning, organising, staffing and controlling (Myeni, 2010:29).

Leaders are able to create and communicate a vision that inspires followers, rather than controlling the behaviour of others with planning and decision making, closely held in the hands of the hierarchy.

Leadership is about inspiring and influencing others. It relates to the mission, which translates into goal development and achievement.

Leadership directs the institution or organization.

Management holds the institution or organisation, maintaining the well-being of the institution or organisation and ensuring that the systems set in place are working well.

The differences between management and leadership are summarised in Table 2.2 below:

**Table 2.2: Differences between management and leadership**

<b>LEADERSHIP</b>	<b>MANAGEMENT</b>
Coping with change.	Coping with complexity.
Guiding others, encouraging and facilitating others in pursuit of ends.	Directing others in pursuit of ends.
Tend to be visionary, experimental, flexible and creative, and value the intuitive side of their work.	Tend to be more analytical, structured and controlled, and see their work as a quantitative science.
Focus on the bigger picture, inspire and apply influence.	Focus on details; instruct and apply authority.

Source: (Ehlers & Lazenby, 2007:102).

#### **2.4.2 Similarities between management and leadership**

Management and leadership go hand in hand. The two of them are linked and complementary. Where there is management, there is need for leadership, and where there is leadership, a good management is inevitable. The followings are similarities between the two:

- Both aim at achieving goals.
- The two both mobilise and utilise resources.
- Link between top management and subordinates.
- They both motivate the followers and depend on them for positive outcome

These two perform at high levels and are effective in their roles in ensuring good performance in an organization.

## **2.5 EFFECTIVE INSTRUCTIONAL LEADERS**

The literature study shows that, effective instructional leaders are leaders or principals who perform at high levels as resource providers, actively engaged in staff development and who adhere to clear performance standards for instruction and teacher behaviour and who establish their visible presence in the school and various school activities (Quinn, 2002:448). Hallinger and Heck (2002) assert that instructional leadership influences the quality of school outcomes through the alignment of school structures and that the actual role that principals play in school improvement is influenced by features of the school context such as socio-economic status and school size.

An important proposition of systems theory establishes that schools and their management activities (instructional & transformational leadership) do not exist in isolation but rather function as a system. Southworth (2002:77-78), asserts that the school managers alone cannot fulfill all of a school's need for instructional leadership and therefore conceptualises that other variables such as teachers' commitment and school culture contribute to the outcomes desired by schools. Therefore, it suffices to say that instructional leaders achieve their overall educational aim through a clearly-defined shared vision and effective managing of other people (Myeni, 2010:86).

Kruger (2003: 207-208), stresses the relationship between the organisational culture of the school and the culture of teaching and learning. From his discussion, it is clear that schools with a sound culture of teaching and learning display a strong emphasis on effective instructional leadership and sound school discipline.

School discipline system, as part of effective school management practices, is also discussed by Rubin (2004) who explains that a discipline system for a school includes elements such as policy, community involvement, professional development, curriculum, support and referral system, school and classroom management practices and instructional practices. Gultig, Ndhlovu and Bertram (2003:3), equally explain that the task of management at all levels in the education system is ultimately the creation and support of conditions under which teachers and their students are able to achieve learning. Learning, of course, is connected very strongly to the ability to perform.

## **2.6 THE CONCEPT OF PERFORMANCE**

The performance concept can be explained as follows:

### **2.6.1 The extent and nature of performance**

The Oxford Dictionary (2010, sv 'performance') defines the concept 'performance' as 'the notable action or achievement'. In this era of leadership and management, it is about getting results. Stuart- Kotze (2006:30) emphasised the fact that, in order to determine whether one is performing (that is, there is a notable action or achievement and/or there are results) in his or her job, one needs to know how to get results and be clear of what makes a difference and what does not. He explains the above statement by highlighting the fact that the thing that drives performance is behaviour, that is, how you act. The Oxford Dictionary again defines 'behaviour' as the way in which one acts or conducts oneself. This means that it is what you do that matters, not what you are or who you are. Behaviour refers to the actions one takes and the decisions that one makes. Performance is all about doing the right thing at the appropriate time (Stuart-Kotze, 2006:37).

How then does one determine the right thing and when to do it? Stuart-Kotze (2006:88-89) explains that answers are different for every job, and that complicates things, but there are processes that one needs to follow that will make everything manageable. The first and foremost is to understand the difference between behaviour and personality. He emphasised the fact that, it is what you do (behaviour) that determines your performance, not what you are (personality). According to him, personality is what you are and behaviour is what you do, and it is what you do that makes a difference. He points out that a critical difference between behaviour and personality is that one's personality is fixed at an early age after which you cannot change it. The major determinant of performance, according to him, is behaviour (Stuart-Kotze, 2006:89). One can fully agree that jobs, irrespective of their nature, are changing continually. Consequently, *modus operandi* and *modus vivendi* change with time. It therefore puts pressure on managers and leaders to change their styles from time to time when they are under pressure or when they want to be proactive and pragmatic to meet the demands of the present time.

### **2.6.2 Performance Management**

Once leaders understand the importance of the target, questions naturally arise, such as ‘what is a high performing organisation?’ and ‘what does a high performing organisation that hits the target look like?’ To answer these questions, Don Carew and others (Blanchard, 2007:78), conducted an extensive research to define and identify the characteristics of a high performing organisation. Their first step was to define ‘high performing organisation’. As a result of their research, they created the HPO (High Performing Organisation) SCORES model. According to them, ‘Scores is an acronym that represents six elements evident in every high performing organisation’. The elements are detailed below (Blanchard, 2007:78).

**S – Shared Information and Open Communication** – In any high performing organisation it is information that is needed to make the right decisions. It is accessible to all people in the institution/organisation and is always communicated openly. It makes people to trust one another and make the company/institution their own.

**C – Compelling Vision** – It is crucial in any high performing institution. When everyone supports an organisation’s vision, a deliberate, highly focussed culture that drives the desired business results towards a greater good, is created. People in that organisation are energised, excited and dedicated. Everyone is acting in unison and going in the same direction.

**O – Ongoing Learning** - High performing organisations constantly focus on improving their capabilities through learning systems, building knowledge capital, and transferring learning throughout the organisation. All members of the organisation always strive to get skill themselves, both as individuals and as an organisation.

**R – Relentless Focus on Customer Results** – It does not matter what industry they are in, high performing organisations understand who their customers are and measure their results accordingly. Their main aim is to conduct business focus from the viewpoint of their customers.

**E – Energising Systems and Structures** - The systems, structures, processes and practices in high performing organisations are developed to enhance the organisation’s vision, strategic direction, and goals. To test whether the systems and structures are working is by looking at whether they help people to finish their jobs more easily or not.

S – Shared Power and High Involvement - In high performing organisations, power and decision-making are decentralised and shared throughout the organisation, not a top down approach. Teamwork is an order of the day. People are being valued and respected for their contributions in the organisation. A sense of personal and collective power prevails. Centralised power and authority are balanced with participation and do not become stumbling blocks to teamwork and responsiveness. People are clear about the organisation's vision, goals and standards, have clear boundaries of being at their own, and show commitment towards a common goal. And the above will lead us to examine the details on high and low performing schools, their matriculation examination results and the differences between them:

#### **2.6.2.1 High performing schools and their matriculation examination results.**

High performing schools tend to have a combination of common characteristics. These are as follows, according to Shannon (2007:17):

Clear and shared focus: The focus is on achieving a shared vision, and all understand their role in achieving the vision.

High standards and expectations for all students: Teachers and staff believe that all students can learn and meet high standards. While recognising that some students overcome significant barriers, these obstacles are not seen as insurmountable.

Effective school leadership: Effective instructional and administrative leadership is required to implement change processes. Effective leaders are proactive and seek help that is needed. They also nurture an instructional programme and school culture conducive to learning and professional growth.

High levels of collaboration and communication: There is strong teamwork among teachers across all grades and with other staff. Everybody is involved and connected to each other, including parents and members of the community, to identify problems and work on solutions.

Curriculum, instruction and assessment aligned with standards: The planned and actual curriculum is aligned with the essential academic learning requirements. Staff members

understand the role of classroom and state assessments, what the assessments measure, and how student work is evaluated.

Frequent monitoring of learning and teaching: A steady cycle of different assessments identify students who need help. More support and instruction time is provided, either during the school day or outside normal school hours, to students who need more help.

Focused professional development: A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses on extensive and ongoing professional development.

Supportive learning environment: The school has a safe, civil, healthy and intellectually stimulating learning environment. Students feel respected and connected with the staff and are engaged in learning.

High level of family and community involvement: There is a sense that all have a responsibility to educate students, not just the teachers and staff in schools. Parents, businesses, social service agencies, and community play a vital role in this effort.

According to Calman (2010:3), effective (high-performing) schools reflect the following traits as provided in Table 2.3 below:

**Table 2.3: Correlates of effective schools**

<b>Correlate of effective schools</b>	<b>Process details</b>
1. Providing strong and effective principal leadership	<ul style="list-style-type: none"><li>a. Being firm and purposeful</li><li>b. Involving others in the process</li><li>c. Exhibiting instructional leadership</li><li>d. Frequent personal monitoring of staff performance</li><li>e. Maintaining and recruiting talented staff</li><li>f. Providing sustainable leadership</li></ul>
2. Developing and maintaining a pervasive focus on instruction and learning	<ul style="list-style-type: none"><li>a. Focusing on academics</li><li>b. Maximising school learning time</li></ul>



3. Producing a safe and positive school climate and culture	<ul style="list-style-type: none"> <li>a. Creating a shared vision</li> <li>b. Creating an orderly and supportive environment</li> </ul>
4. Creating high (and appropriate) expectations for all.	<ul style="list-style-type: none"> <li>a. For students</li> <li>b. For staff</li> </ul>
5. Using student achievement data to monitor progress at all levels	<ul style="list-style-type: none"> <li>a. At the student level</li> <li>b. At the classroom and school level</li> </ul>
6. The processes of effective teaching	<ul style="list-style-type: none"> <li>a. Maximising class time</li> <li>b. Effective organisation</li> <li>c. Providing a broad, balanced, relevant and stimulating curriculum</li> <li>d. Setting high standards for teaching</li> </ul>
7. Involving parents in productive and appropriate ways	<ul style="list-style-type: none"> <li>c. <ul style="list-style-type: none"> <li>a. Encouraging productive interactions with parents</li> </ul> </li> </ul>
8. Developing skills at the school site	<ul style="list-style-type: none"> <li>a. Integrating site-based professional development with school priorities</li> <li>c. Promoting learning communities.</li> </ul>

Source: Calman (2010:3)

From Table 2.3 above, it is very clear that a high performing school with these traits, as provided by Calman (2010:3), will always perform well in the matriculation examination.

Table 2.4 below is an extract from the list of selected high performing schools in the District, according to the 2011 and 2012 matriculation examination results (Department of Basic Education, 2013: 3).

**Table 2.4: List of selected high performing schools in the District for 2011 and 2012**

S/N	NAME OF SCHOOL	%PASS (2011)	% PASS (2012)
1	Phafane secondary	97	80,7
2	Serokolo secondary	89,5	76,4
3	Poo secondary	90,6	65,4
4	Ntwampe secondary	58,5	65,0
5	Nyaku secondary	60,6	54,5

Source: DBE (2013:3).

### **2.6.2.2 Low performing schools and their matriculation examination results**

These schools, on the other hand, are schools that are not in compliance with the above traits of effective (high-performing) schools. Here there is the absence of strong and effective principal's leadership; there is no safe and positive school climate and culture. The output of this type of school in terms of matriculation examination results is poor every year unless something is done to address the situations that have made the school a low performing one. Table 2.5 below is an extract from the list of selected low performing/underperforming schools in Sekhukhune/Riba Cross District for the year 2011 and 2012 (Department of Basic Education, 2013: 1-4).

**Table 2.5: List of selected low performing schools in the District for 2011 and 2012**

S/N	NAME OF SCHOOL	% PASS (2011)	% PASS (2012)
1	Selatole secondary school	34,2	45,2
2	Magobanye secondary school	57,5	37,5
3	Potlake secondary school	30,0	34,4
4	Seroletshidi secondary school	0	13,3
5	Modiadie secondary school	10,0	9,1

Source: DBE (2013:1-4).

### **2.6.2.3 What makes the difference between these two schools**

When we look at the low and high performing schools (Tables 2.4, 2.5), there will always be differences between these two. In a high performing school, educators are competent and efficient in performing their professional duties. Positive school climate is created and maintained, disputes are resolved professionally and timely, learners are free to share their problems, and excellent teaching and learning are achieved. These will actually create an atmosphere for success. Learners will not find it difficult to achieve good results in their matriculation examination because learning has been simplified and interesting. However, in a low performing school, there are possibilities that teachers are underqualified and incompetent, professional development is not promoted, there is absence of safe and positive school climate and the principal is inefficient in handling administrative and curriculum instruction in the school. It will be difficult for a school in this situation to perform academically. When learners are not achieving positive results, it tends to increase the frequency at which they go in and out of the school.

### **2.6.3 Management and leadership as determinants of performance**

Based on the above discussions, Ehlers and Lazenby (2007: 218) declare that:

- Management is about managing things such as:
  - i Infrastructure, teaching and learning activities,
  - ii. Finances.
- Leadership is about managing:
  - i. Human emotions and human needs,
  - ii. Influencing and impacting people, and
  - iii. Emotional intelligence – self-awareness, self-regulation, motivation, empathy and social skills.

In a working environment (organisation), it is a fact that any person in charge is in control of both aspects (things and people). It is also argued that good management and leadership, as clarified above, lead to good performance. The main focus of this research study is to determine the extent to which good or bad leadership and management of principals impacts the matriculation examination results of learners at schools.

## **2.7 MANAGEMENT OF TEACHING AND LEARNING**

### **2.7.1 Positive influences**

It is very important to note that the influence of the management of teaching and learning on matriculation examination results could either be positive or negative.

Positive effects of the management of teaching and learning include improved performance in the matriculation examination results, increase in the enrollment of learners in the school, increased support from the community and the state and improvement in the school infrastructure. These can be achieved with the presence of a good manager (principal) and qualified teaching staff.

### **2.7.2 Negative influences**

However, negative aspects of the management of teaching and learning also include poor quality teaching where qualified teachers are not engaged and proper supervision is not in place. Hoho (2010:19) states that poor quality teaching and learning offered by educators could result in poor Grade 12 results. The involvement of learners in undesirable activities could also be part of the negative effect of the management of teaching and learning. Hoho (2010:18) again explains that learners' low interest in education and learning could be the result of lack of good leadership and management skills and this could make learners to develop bad behaviour and result in gangsterism and substance abuse. Therefore, a principal's leadership and management abilities are put to test.

From the foregoing, it is therefore important to identify and establish the reasons for students' success in some schools more than in others, and why some schools are dysfunctional in the region in terms of performance in the National Senior Certificate (NSC) examination. It is pertinent, therefore as a researcher, to engage in continuous study of the effectiveness of the instructional and transformational leadership tasks of the school leaders on the performance of school learners in the matriculation examination.

## **2.8 SUMMARY**

Leadership in the school environment is about developing leaders around you and it is often preceded by personal development. To be an effective leader, one needs to identify his/her

strengths or weaknesses for development and growth. The most important aspect of leadership is continuous growth. The essence of leadership is influence. Leadership can be understood as a set of functions rather than as a personal trait. It is a composite of learnable skills through which the efforts of individuals are coordinated to accomplish team (collective/organisation) goals. When all team members share leadership responsibilities, the team's cohesion and effectiveness increase tremendously.

Management is about planning, organising, leading and controlling the organisational resources to achieve the goals and objectives of an organisation. Management is about managing the status quo, doing things according to the book, and using authority to make sure that work is completed and is finished on time. Effective leaders have a high degree of emotional intelligence. This means that they show the following self-management skills (self-awareness, self-regulation and motivation), and have the individual ability to manage relationships with other people (empathy and social skills). These characteristics need to be clearly visible in a leader of any organisation for success and positive results to prevail. Though management and leadership can be similar or different, they share a common purpose of good performance for an organisation. Performance is about results. Both concepts, leadership and management, are complementary to each other; neither is better than the other nor the replacement of the other. Any person in a high position needs to possess traits of both because any good application of each will lead to good performance. Good performance in any organisation relies most on good leadership and management.

## **CHAPTER 3**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.1 INTRODUCTION**

The purpose of this chapter is to present the philosophical assumptions underpinning this research, as well as to discuss the research strategy that has been used. The chapter defines the scope and limitations of the research approach and design used in this study. The research setting, population and sampling, data collection, analysis and credibility of data collected are also discussed in this chapter.

#### **3.2 RATIONALE FOR CHOICE OF RESEARCH APPROACH**

The research approach that is adopted is the qualitative approach and this is chosen because the research is more concerned with the qualities, the characteristics and the properties of a phenomenon. It seeks to understand human and social behaviour and therefore, individual and group social actions, beliefs, thoughts and perceptions are described (Macmillan & Schumacher, 2010:313-316).

In qualitative research, an investigation is conducted, evidence is collected and then a theory is constructed. Qualitative research is mainly interactive and uses face-to-face methods by interacting with selected people in their natural settings. Interactive research approaches include: ethnography, phenomenology, case study, grounded theory and critical studies (Macmillan & Schumacher, 2010: 313-316).

In this research activity, the case study approach has been used because it constitutes an important and useful means of gathering data in qualitative research. According to MacMillan and Schumacher (2010:316), case study focuses on a single phenomenon (an individual or distinct group). Only two schools were selected for the purpose of this study to represent the schools (the group) in the cluster. These two schools, which are in the same cluster and under the same circuit management, were selected for accessibility and the significant improvement observable in the pass rate of learners in their matriculation results to above 80% (Department of Basic Education, 2011: 1-3).

### **3.3 RESEARCH SETTING**

The study was conducted at two different schools, namely, Phafane Secondary School and Poo Secondary School. Phafane Secondary School is situated near Moroke, whilst Poo Secondary School is located in Seokodibeng village on R37 Road. The two schools are under the Moroke Circuit, Magakala Cluster, Riba Cross District (formerly Sekhukhune District), Limpopo Province. Phafane Secondary School was established in 2000 and the present school enrollment is 568 learners with 16 educators. Poo Secondary School was established in 1995. The present enrollment is 787 with 22 educators in the school.

### **3.4 POPULATION AND SAMPLING**

Two schools were selected as a case study for the research investigation. This selection was based on the significant improvement in the pass rate of learners in the matriculation examination results from below 50% in 2008 to more than 80 % in 2010 for Poo Secondary School and the continuous attainment of above 80% average for Phafane Secondary school since 2007 (Department of Basic Education 2011: 1-3). The sites were selected also for easy accessibility, cost-effectiveness and support envisaged from the school management.

Participants were selected from the principals, educators, learners, the parents and members of the school governing body (SGB) in a simple random sampling. A questionnaire was used in personal interviews because questionnaires have the advantage of being flexible and ensuring that the respondents fairly understand the question and purpose of the study. At each site, learners' activities were also observed to complement the answers received from the questionnaire and the interviews. In each school, five educators were selected, two of whom were members of the School Management Team (SMT), and three other educators. Five learners were selected from grade 10–12, including two members of the Representative Council of Learners (RCL). Five parents (which include two SGB members) were also selected (See Table 3.1)

**Table 3.1: List of representatives in the sample**

S/N	DETAILS	PHAFANE	POO	
1	Principal	1	1	2
2	Educators	5	5	10
3	Learners	5	5	10
4	Parents	5	5	10
	TOTALS	16	16	32

### **3.5 DATA COLLECTION AND INSTRUMENTATION**

The following research data collection methods were used in carrying out the research work: observation, personal interview using questionnaires and the use of documentation. Observation is relevant in this type of investigation because one is able to get direct information on the activities going on in the schools. Therefore my observational skills were put to use during the investigation. The use of personal interview was employed in order to be able to have conversation with each participant and allowing for easy feedback. Personal interviews also constituted one of the most important valuable sources of information. This was facilitated by the questionnaires given during the personal interview. Proper documentation was employed by using diaries and jotters where necessary. The use of documentation is also very important as one is able to access relevant archive documents in relation to the investigation. These methods were used as follows:

**3.5.1 Observation** – A period of 4 weeks was dedicated to observing learners’ activities and their attitude towards school. Learners’ punctuality to school and attitude were closely observed using the attendance register. Each school’s environment during school hours was observed to determine whether there were learners who hang around during school hours. This helped in determining the principal’s visible presence in the school (Quinn, 2002:448), its disciplinary status and the learners’ attitude to study.

**3.5.2 Interviews** – Qualitative interviews were conducted with the principals with the use of a structured interview schedule (See Appendix K). The principals of the two selected schools were interviewed on the historical background of the school, the pass rate and what is being done



to improve learner performance, aspects of instructional leadership involving curriculum and instruction management, the supervision of teaching and learning, promotion of professional development, assessing learners' progress and promoting an instructional climate in the school.

**3.5.3 Interview Schedule** – An interview schedule was used to gather information from the parents and the people in the community on their views about learner performance in the school, discipline in the school as well as the activities of the school management. Five parents, five learners and five educators were selected as participants from each of the two schools. Parents were selected from the SGB members and from those who are regular in parents' meeting. Educators were selected from members of the SMT and CS1 educators while learners selected were from grades 10 to 12. The total number of participants from the schools was 32 (See Table 3.1).

**3.5.4 The use of documentation** – Documents such as department circulars on results analysis of each school, analysis of performance schedules and other appropriate documents like school policy document, school code of conduct, school staff establishment, year plan and moderation tools were obtained from the schools and the circuit office with the consent of the school principals and written permission from the circuit manager (See Appendix G). The contents of these documents were compared to the data already gathered for utilization in the research process. The documents, obtained from the two schools and the circuit office, were found significant for the purpose of credibility and validity as well as complementing the reports gathered.

### **3.6 EXPOSITION OF DATA ANALYSIS**

Materials and evidence collected and how they were measured, analysed and verified are embedded in the theory of logical empiricism. These materials (school policy, analysis of learner performance schedules, and school code of conduct and staff establishments' documents) gathered were brought together, compared for possible variations or connections and therefore analysed so that themes and concepts could be integrated into theory that offers a detailed interpretation of the research. The data was stored both manually and electronically using a memory disk device for ease of storage and retrieval.

### **3.7 ENSURING RELIABILITY AND CREDIBILITY OF DATA**

The concept of reliability is concerned with the consistency of results when the same variable is measured in the same person. The extent to which results are consistent over time and an accurate representation of the total population under study is referred to as reliability and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable (Golafshani, 2003:598). Golafshani identifies three types of reliability referred to in quantitative research, which is also applicable in qualitative research and these relate to: (1) the degree to which a measurement, given repeatedly, remains the same (2) the stability of a measurement over time; and (3) the similarity of measurements within a given time period. To ensure reliability in qualitative research, examination of trustworthiness is crucial.

Therefore, in order to ensure that the results are credible and reliable, primary data collection as well as secondary data collection methods were deployed and compared. This research adhered to the highest possible technical standards and the findings are reported fully in chapter 4 without misrepresenting the results (Mouton, 2011:240).

### **3.8 ETHICAL MEASURES**

Ethical principles such as plagiarism, falsification of data, informed consent, confidentiality, respect for the individual and avoidance of misrepresentation of the collected data were taken into consideration throughout the data collection process and these were maintained throughout the research process. Le Roux (in Booyse, Le Roux, Seroto & Wolhuter, 2010:34) explains that research findings are used by other researchers therefore, accuracy and honesty of the data is a fundamental requirement to ensure trustworthiness, validity and usefulness of information. To avoid plagiarism, all sources consulted have been acknowledged. No data is fabricated or falsified, due approvals were obtained from appropriate authority for the research. The aims of the investigation were communicated to the participants, confidential information provided by the research participants was treated as such and respect was given to the participants as well as the protection of their identities (Mouton, 2011: 238-245). The above mentioned ethical measures adopted are also simplified as follows:

### **Protection from harm**

The researcher gave the respondents the assurance that they would be protected against any physical and emotional harm where necessary.

### **Anonymity**

The respondents were assured of their right to privacy. For example, they were informed that their identity would remain anonymous.

### **Manipulating respondents**

The researcher guarded against manipulating respondents or treating them as objects or numbers, rather than individual human beings.

### **Informed consent**

The researcher obtained permission from the respondents through the principal of each school and they were thoroughly and truthfully informed about the purpose of the interview and its schedule (See Appendices A, B, D and F).

## **3.9 LIMITATIONS TO RESEARCH APPROACH AND DESIGN**

In qualitative research approach, knowledge produced might not be generalised to other people or other settings and might be unique to the relatively few people included in the research study. It generally takes more time to collect the data when compared to quantitative research and data analysis is often time consuming (Watt, 2007:96-97).

According to Hodkinson and Hodkinson (2001:1-2), some of the limitations of case study are as follows:

There is too much data for easy analysis - All case study researchers are conscious of being swamped in data. However such data is analysed, which is itself a contentious issue;

It is very expensive, if attempted on a large scale - Case study data is time-consuming to collect, and even more time-consuming to analyse. Yet cutting corners on either of these facets is likely to seriously weaken the value and credibility of any findings;

The complexity examined is difficult to represent simply - When case studies are successful in revealing some of the complexities of social or educational situations, there is often a problem of representation. It is often difficult to present accessible and realistic pictures of that complexity in writing. For instance, writing is predominantly a linear form of communication, with a beginning, middle and end, but much of what case study research reveals is simply not like that. Often, by writing about one aspect of the issue as, for example, in one person's story, other aspects of it are unintentionally concealed. There are often several different ways to present the same set of issues, each one of which is subtly different in its approach and emphasis. This situation can make the findings of such research very difficult to summarise;

They do not lend themselves to numerical representation - Some aspects of case study work can be fairly easily presented in numerical form, but much cannot;

They are not generalisable in the conventional sense;

They are strongest when researcher expertise and intuition are maximised, but this raises doubts about their "objectivity" - Researcher expertise, knowledge and intuition are vital parts of the case study approach. We have to choose what questions to ask, and how to ask them, what to observe and what to record. We have to draw out issues of interest from the data, and construct stories about those issues and/or people. In our research, we have decided how to present individual stories: what data and issues to include and focus on, and what to exclude. In this way, case study researchers are constantly making judgments about the significance of the data. For these reasons, a key determinant of the quality of a piece of case study research is the quality of the insights and thinking brought to bear by the particular researcher;

They are easy to dismiss, by those who do not like the messages that they contain - Quite apart from the sorts of weakness that are often found in case study research, there is a further problem if they present issues or findings that are unpopular, for example with policy makers or managers. Those who do not like what case study researchers write can easily find reasons to dismiss those findings: the sample was too small; it's not like that elsewhere; the researchers were biased, etc. The sorts of research based on large representative samples, with apparently clear, unambiguous findings, are much less easy to resist; and

They cannot answer a large number of relevant and appropriate research questions - Case studies are neither ubiquitous nor a universal panacea. There are very many important research questions that cannot be answered in this way. Hodkinson and Hodkinson (2001:2).

### **3.10 CONCLUSION**

This chapter presented the empirical information which justified the significance of the study, that is, the type of study, population and sampling, data collection methods, analysis and interpretation of data and also the limitations to the research approach.

The study was conducted in Limpopo Province – Moroke Circuit in old Sekhukhune District (Now Riba Cross District). It targeted two secondary schools that are producing good results in the matriculation examination. The influence that the management of teaching, learning and leadership styles of the principals, has on learner performance in matriculation examination in the schools was explored.

Chapter four focuses on the research findings, analysis and interpretation of the research results. The responses from the principals, Heads of department, educators, parents and learners are presented, analysed and interpreted.

## CHAPTER 4

### DATA PRESENTATION AND ANALYSIS

#### 4.1 INTRODUCTION

The aim of this investigation was to explore the management of teaching and learning at two selected schools and determine how this impacts on learner performance in matriculation examinations. This chapter presents a discussion of the findings derived from the data gathered during the interviews. Interviews were conducted with four different stakeholders, namely, the School Management Team (SMT) which includes the principals, the School Governing Body (SGB), the Representative Council of Learners (RCL) and the educators. This was facilitated through the use of questionnaires and interview schedules (Appendices H, I, J, K). The historical background of the two schools in which the research was conducted is described, as well as the functions of the above mentioned stakeholders. As part of the research ethics, the researcher assured the research participants of confidentiality and anonymity. In order to ensure this, the names of participants are not used in the discussion. Participants are rather referred to as “respondents” and numbered (R1, R2, R3 ...). Educators (SMT), with 5(2) show that two out of the five educators are SMT members. This is applicable to other participants listed in the same way. The two participating schools are discussed briefly below and the participants are as shown in Table 4.1.

**Table 4.1: The Research Participants (Sample)**

S/N	DETAILS	PHAFANE	POO	TOTALS
1	Principal	1	1	2
2	Educators (SMT)	5 (2)	5 (2)	10 (4)
3	Learners (RCL)	5 (2)	5 (2)	10 (4)
4	Parents (SGB)	5 (2)	5 (2)	10 (4)
	Totals	16	16	32

## 4.2 THE HISTORICAL BACKGROUND OF THE TWO SCHOOLS

The two schools selected for this study are both located in the rural area of Limpopo Province and under the same Circuit authority, which is Moroke Circuit. The two schools serve a very poor socio-economic community where most parents cannot afford to send their children to private schools or fee-paying schools. Table 4.2 below gives information on the data tool/questionnaire (See Appendix K) used to gather information as well as the responses from the principals of the two schools.

**TABLE 4.2: Tool for data collection from the principal**

S/N	QUESTIONS	RESPONSE (PHAFANE)		RESPONSE (POO)	
1	No. of learners in the school	Male	214 } 568	Male	363 } 787
		Female	354 }	Female	424 }
2	No. of educators in the school	Male	05 } 16	Male	11 } 22
		Female	11 }	Female	11 }
3	When was the school established?	2000		1995	
4	Does the no. of teachers justify that of learners in the school?	No		Yes	
5	No. of SMT members	Male	3	Male	2
		Female	0	Female	5
6	No. of SGB members	Male	3	Male	7
		Female	4	Female	10
7	Are learners (from RCL) represented at the SGB meetings? Explain briefly their functions.	Yes. They are involved in the drafting of the school discipline policy.		Yes. Only one learner. They hold meetings to discuss matters affecting learners. They give feedback to learners	
8	The school opening and closing time	07:30 – 15:30		07:50 – 15:00	
9	Any extra classes	No		Yes (Study)	
10	Do the classes have attendance register?	Yes		Yes	

11	Do the classes have subject attendance register?	Yes	Yes
12	Does the school have code of conduct for both teachers and learners?	Yes	Yes
13	Visibility of the school vision and mission statement	Yes	Yes
14	Are there any educators undergoing professional development?	Yes	Yes
15	Is school Policy available	Yes	Yes
16	Availability of School Improvement Plan?	Yes	Yes
17	Is Staff Development Policy available?	Yes	Yes
18	Does the school have year plan and allocation of duties?	Yes	Yes
19	Other monitoring and evaluation tools in the school	Monthly written work monitoring instrument (Policy)	Control of work and moderation records, Development of lesson plans.
20	What is the school doing to ensure matriculation examination results improve every year?	Involving parents and delivering qualitative teaching	Encouraging learners to study, stresses on discipline, punctuality and “we engage the parents.”
21	Five-year matriculation examination results of the schools and enrollment	See Table 4.3	See Table 4.4



Each school is separately described as follows:

- **Phafane Senior Secondary School**

Phafane Senior Secondary School was established in the year 2000 at its present location, Madifahlane - Moroke. The school's enrollment in 2012 was 568 learners with 16 teachers. The SMT members in the school were 3 in number and the SGB members were 7 in number (Table 4.2). On the school premises were computer laboratory, science laboratory and the administrative block which included the staff room for the educators. As part of the administrative activities of the school, the school normally opened at 07:30 hours and closed 15:30 hours every working day of the week. The following documents, as part of good management, were also visible in the school: the vision and mission statement of the school, attendance register for both learners and educators, the school code of conduct for learners and educators, the school policy, School Improvement Plan (SIP), Staff Development Policy (SDP), the year plan documents and allocation of duties as well as the monthly written work monitoring instrument. The matriculation examination results of the school for the last 5 years and the enrollment are represented in Table 4.3 below:

**Table 4.3: Five-year Matriculation examination results and enrollment (Phafane)**

YEAR	RESULT (%)	ENROLLMENT (SUCCEEDING YEAR)
2007	94,8%	310
2008	82,4%	385
2009	72,5%	405
2010	93,7%	438
2011	97, 0%	568

From Table 4.3 above, it can be said that for every increase in the pass rate of Phafane Senior Secondary School, the subsequent year's enrollment also increased. This could possibly be that parents were very much interested in sending their learners to the school because of the pass rate. This could also mean that more learners wanted to attend a better performing school rather than attending a dysfunctional school.

- **Poo Secondary School**

Poo Secondary School was established in the year 1995 at Seokodibeng village. The school's enrollment in 2012 was 903 learners with 22 teachers. The SMT members in the school were 7 in number and the SGB members were 17 in number (Table 4.2). The school however, did not have computer laboratory or a science laboratory. The new administrative block was still a work-in- progress. As part of the administrative activities of the school, the school normally opened at 07:50 hours and closed 15:00 hours every working day of the week. Extra classes were conducted on a daily basis for learners in grade 11 and 12 from 15:00 hours to 16:00 hours. The following documents, as part of good management, were also visible in the school: the vision and mission statement of the school, attendance register for both learners and educators, the school code of conduct for learners and educators, the school policy, School Improvement Plan (SIP), Staff Development Policy (SDP), the year plan documents and allocation of duties as well as the monthly written work monitoring instruments. The matriculation examination results of the school for the last 5 years and the enrollment are represented in Table 4.4 below:

**Table 4.4: Five-year Matriculation examination results and enrollments (Poo Secondary)**

YEAR	RESULT (%)	ENROLLMENT(SUCCEEDING YEAR)
2007	55,1%	489
2008	46,0%	516
2009	48,5%	614
2010	80,6%	778
2011	91,0%	903

As indicated in Table 4.4 above, it can be concluded that the matriculation examination results constitute one of the major determinants of enrollment in the school. The enrollment at Poo Secondary school increased every year when the pass rate increased, especially in 2009 and 2010. It means that the outcome of the matriculation examination results motivated the parents to bring their children for admission into the school. Based on these figures, it can be said that parents are more interested in sending their children to better performing schools rather than schools that are dysfunctional.

### **4.3 DATA PRESENTATION**

In the interview with the participants (the principals, SMT members/educators, learners/RCL members, and parents/SGB members), relevant information was collected through the interview schedule distributed to them. One schedule (See Table 4.2) was specifically designed to interview the principals of the two schools on the historical background of the schools, the number of learners and educators in the school, the SMT members, the SGB members, internal administration and examinations.

The principal of Phafane secondary school responded to the request regarding monitoring and evaluation tools used in the school. The principal gave examples of monthly written work monitoring instrument (policy) in response to the questionnaire (See Table 4.2). He confirmed the availability of School Improvement Plan (SIP), Staff Development Policy (SDP), school code of conduct for both teachers and learners, attendance register and the school policy. The principal of Poo secondary school, in response to the interview schedule (See Table 4.2), responded that, curriculum management tools like, “work control forms, moderation records and forms for development of lesson plans,” are commonly used in the school. The relevant data or responses (See Appendices L-N) gathered from the educators/SMT members, learners/RCL members and parents/SGB members are analysed below.

## **4.4 DATA ANALYSIS**

### **4.4.1 The School Management Team (SMT)**

- **Phafane Senior Secondary School**

The School Management Team (SMT) of Phafane Senior Secondary School consists of 3 members who are all males. Two SMT members were part of the five educators selected for interview on the management of teaching and learning in the school. In response to the question on the management of teaching and learning, they agreed that “it is imparting knowledge to the learners in effective way,” and “directing and guiding teaching by acting as a facilitator.” (See Appendix L1, R1-R2).

The two members, in response to the management style of the school, stated that the management of the school was considered to be firm and effective in monitoring learners and teachers’ progress in the school (See Appendix L2, R1-R2).

The participants, in response to the characteristics of any effective management systems, also stated that, the characteristics of any effective management system should consist of “discipline, care and be goal-directed” (See Appendix L3, R1-R2). With regard to practices embarked upon by the school to ensure effective instructional and management system and the role of SMT in these, the respondents stated, “that there is effective supervision” of work as well as “drawing up of timetables, year plans and assessment plans.” (See Appendix L4, R1-R2).

The SMT members, in response to the question on whether there is connection between matriculation examination results and the way the school is managed, were sure that “good management attracts good results and a good management will always bring positive outcomes” (See Appendix L5, R1-R2). With regard to the question on measures adopted by the School Management Team to ensure good performance in the matriculation examinations, the members were positive that there are “group studies and that afternoon classes and contact time for teaching and learning are strictly observed” (See Appendix L6, R1-R2).

On the question of the role the Circuit or District plays in ensuring effective management systems, the positive response was that they “give motivational talks” and there is “effective

monitoring from the Circuit” (See Appendix L7, R1-R2). Responding to the question as to whether there is any role played by parents in ensuring effective management of teaching and learning, the educators explained that, “parents attend meetings and give constructive advice to the school” (See Appendix L8, R1-R2) and, with the impact that the management of teaching and learning has on learner performance, the educators indicated that, “learners are affected positively if teaching is managed well and learners’ results are good when teaching and learning are managed the right way” (See Appendix L9, R1-R2).

The participants were also very positive in their response to any other things that require the attention of the SMT in order to ensure quality matriculation examination results by saying that, “adequate supply of teaching and learning support materials and additional teaching staff are needed” (See Appendix L10, R3-R5).

- **Poo Secondary School**

At Poo secondary school, the following information was gathered: In response to the question on the management of teaching and learning, the SMT members reminded the researcher that, “it is referred to as strategy put in place for successful teaching and learning and making sure that all teaching and learning are done” (See Appendix L1, R1-R2). The two SMT members, in response to the query on the management style of the school, stated “that the management of the school is considered to be democratic and supportive” (See Appendix L2, R1-R2).

The participants spoke with one voice on the characteristics of any effective management system by saying that, the characteristics of any effective management system “are that it should involve all stakeholders, have the presence of accountability and shared responsibilities, as well as Planning, Implementation and Control” (See Appendix L3, R1-R2). In response to the question on the practices embarked upon by the school to ensure effective instructional and management systems and the role of SMT in these, the response was that “the SMT members assist in administrative activities like finances and planning, class visits, work control and assisting the principal in coming up with the school code of conduct.” (See Appendix L4, R1-R2).

The SMT members also believe that there is connection between matriculation examination results and the way the school is managed, when “they agree that there is such relationship”

(See Appendix L5, R1-R2). On measures adopted by the School Management Team in ensuring good performance in the matriculation examination, the respondents were happy, “that extra classes, monthly tests and quarterly schedules are published in the school to encourage learners” (See Appendix L6, R1-R2). The SMT members also believe in the positive role that; the Circuit or District is playing to ensure effective management systems, through this response, “the Curriculum Advisors work closely with the teachers and they check and control educators’ files” (See Appendix L7, R1-R2).

The school also believes in the positive role played by parents in ensuring the effective management of teaching and learning when the educators mentioned that, “parents visit the school and are involved in the SGB” (See Appendix L8, R1-R2) With regard to the influence that the management of teaching and learning has on learner performance, the SMT members mentioned that, “good management improves learner results and too strict rules might bring a decline in learner performance” (See Appendix L9, R1-R2). The members again responded to the question referring to other things that require the attention of the SMT in order to ensure quality matriculation examination results, that, “ lower classes need to be equally given attention and a good study timetable needs to be provided for” (See Appendix L10, R3-R5).

From all intents and purposes, “it is clear that the SMT takes work in the school very positively. The team carries out the following functions in order to ensure the smooth running of the school”. This was evident in their responses above that:

- The members assist the principal in drawing the school policy;
- The members assist the principal to determine the vision and mission statement of the school;
- The members assist the principal in drawing a code of conduct for the learners and the educators; and that
- The members assist the principal in preparing the timetable for teaching and learning activities, and other activities as required by the principal. (See Appendix L4, R1-R5).

#### **4.4.2 The School Governing Body (SGB)**

- **Phafane Senior Secondary School**

Five parents were selected for interview and out of these five two were active members of the School Governing Body. The interview with the members of the School Governing Body at Phafane Secondary School is summarized briefly in the next section (See Appendix M):

The SGB of Phafane secondary school believes that the school is doing better to make the matriculation examination a success through the “compulsory morning and afternoon studies” which help the learners to spend more time with their books rather than playing around. Another member added that, “there is discipline and learners attend afternoon study.” (See Appendix M1, R1- R2). The two members of the SGB, in response to the question whether they are satisfied with the present state of the school’s matriculation results, agreed and stated that, “each year the school produces good results” and that “the school obtained excellent results.” (See Appendix M2, R1-R2). Responding to the question regarding the contributions of parents in ensuring that the school attains good result in the matriculation examination, a member stated that, “parents motivate their children to go to school and remain for study”, and another said happily, “We motivate our kids to attend studies and spend quality time on their school work. We reward them on good performance.” (See Appendix M3, R1-R2). They also believe that in order for schools to continue to maintain good results in the matriculation examination, “discipline and adherence to code of conduct” in the school should be maintained because “this ensures that learners display positive attitude and behaviour towards academic work” and that they need to “encourage learners to study and work hard (See Appendix M4, R1-R2).

In response to the last question whether parents should continue to bring their children to attend the school or recommend the school to any other parent , the members agreed and said, “the administration produces good result”, and that “there is good achievement.” (See Appendix M5, R1-R2).

- **Poo Secondary School**

During the interview at Poo secondary school, the following information was gathered: In

response to the question on what the school is doing better to make the matriculation examination a success, the respondents explained that “the school encourages the learners to attend extra classes” and “holiday classes which are supervised.” (See Appendix M1, R1-R2). The two members of the SGB were satisfied with the present state of the school matriculation results when they remarked, “that the results are good and show that there is future for the school” (See Appendix M2, R1-R2). Responding to the question on the contributions of parents in ensuring that the school attains good results in the matriculation examination, the members stated, “that they attend meetings to discuss the performance of their children and how it will be improved” and also “motivate and take them for shopping as a reward for good results” (See Appendix M3, R1-R2).

In response to the question regarding how the school could continue to maintain good results in the matriculation examination, the participants stated that, “parents must continually be updated on learners’ progress” and “proper monitoring of learner’s work” must be in place. (See Appendix M4, R1-R2). In response to the last question whether the parents would continue to bring their children to attend the school or recommend the school to any other parents, the members agreed, that they will always recommend the school to other parents because, “there is hardwork and discipline in this school” but another mentioned that, “learning resources need to be improved.” (See Appendix M5, R1-R2).

The following are the general functions of the School Governing Body, as stated by the South African Schools Act 84 of 1996, which is applicable to all public schools to which Phafane Senior Secondary School and Poo Secondary School belong (RSA, 1996b).

Subject to this Act, the governing body of a public school must:

- Promote the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school;
- Adopt a constitution;
- Develop the mission statement of the school;
- Adopt a code of conduct for learners at the school;
- Support the principal, educators and other staff of the school in the performance of their professional functions;



- Determine times of the school day consistent with any applicable conditions of employment of staff at the school;
- Administer and control the school's property, and buildings and grounds occupied by the school, including school hostels, if applicable;
- Encourage parents, learners, educators and other staff at the school to render voluntary services to the school;
- Recommend to the Head of Department the appointment of educators at the school, subject to the Educators Employment Act, 1994 (Proclamation No. 138 of 1994), and the Labour Relations Act, 1995 (Act No. 66 of 1995) (RSA, 1995).
- Recommend to the Head of Department the appointment of non-educator staff at the school, subject to the Public Service Act, 1994 Proclamation No. 103 of 1994), and the Labour Relations Act, 1995 (Act No. 66 of 1995) (RSA, 1995).
- At the request of the Head of Department, allow the reasonable use under fair conditions of the facilities of the school for educational programmes not conducted by the school; discharge all other functions imposed upon the governing body by or under this Act;
- Discharge other functions consistent with this Act as determined by Minister by notice in the Government Gazette, or by the Member of the Executive Council by notice in the Provincial Gazette;
- The governing body may allow the reasonable use of the facilities of the school for community, social and school fund-raising purposes, subject to such reasonable and equitable conditions as the governing body may determine which may include the charging of a fee or tariff which accrues to the school; and
- The governing body may join a voluntary association representing governing bodies of public schools.

Most of the functions stated above are not entirely performed by the School Governing Bodies from the two schools. The questions are limited to parents' contribution in ensuring that the schools attain good results in the matriculation examinations.

The responses (See Appendix M) reveal that parents attend school meetings to discuss the progress of learners, pay occasional visits to the school to check on the learners' progress, motivate the children to attend study sessions, giving advice and relevant support to the principal and financial support where necessary. These are common responses gathered from the parents from the two schools, which form part of the support given by them to the schools.

#### **4.4.3 The Representative Council of Learners (RCL)**

According to the South African Schools Act 84 of 1996 (RSA, 1996), a representative council of learners at the school must be established at every public school enrolling learners in the eighth grade or higher, and such council is the only recognised and legitimate representative learner body at the school.

Subject to policy made in terms of section 3(4)(g) of the National Education Policy Act, 1996 (Act No. 27 of 1996), the Member of the Executive Council must, by notice in the Provincial Gazette, determine the functions and the procedures for the establishment and election of representative councils of learners.

The following functions are performed by the Representative Council of Learners as gathered during the interview with the principals of the two schools (see Table 4.2):

- They assist in policy making, especially the school discipline policy;
- They represent the learners at the SGB meetings;
- They act as the mouth piece of learners in voicing out the concerns of learners;
- They hold meetings to discuss matters pertaining to learners in the school; and
- They give feedback to the learners on important matters affecting them and the school.

- **Phafane Senior Secondary School**

Out of the five learners selected from each school, two of them were members of the RCL and the other three were learners in the school but not in any leadership position (See Table 4.1). The first two responses in the Table are for the two members of the RCL and the other three responses for the other participants (learners). Their responses to the questionnaire were as follows:

The learners indicated their belief in good governance by stating that management is “to be in control of a situation, to be in charge, to make things happen, to manage and to be in control

of people and other resources” and “to manage.” (See Appendix N1, R1-R5). Responding to the question on the management of teaching and learning and the RCL, the learners at Phafane responded, that the management of teaching and learning of the school “is commendable” and “well-managed.” but that “learners are not adequately informed about RCL” and “RCL is not effective in the school.” (See Appendix N2, R1-R5).

In response to why they have chosen to write their matriculation examination in the school, the learners explained that it is “because of good results” and “learners are well-behaved.” (See Appendix N3, R1-R2). Another learner stated, “It is because my brother attended this school and passed” (Appendix N3, R3). Others mentioned, that “teachers are respected” and “the school is known for good performance” (Appendix N3, R4-R5).

In response to the questions on the disciplinary state of the school, the learners remarked that, “learners are disciplined” and “learners’ behaviour is governed by the school code of conduct”, learners do their work”, “learners are not taking drugs” and “teenage pregnancy is not common in the school” (See Appendix N4, R1-R2). On the code of conduct for the school, the learners stated that, “Not all learners” but “most of the learners” and another agreed and said, “yes, especially in the area of school uniform.” (See Appendix N5, R1-R5). They are satisfied with the present performance level of the school, by agreeing that, “the result is good but can still improve” (N6, R1-R5).

The learners also see management’s contribution to improvement in the pass rate, as encouraging “attending winter classes”, “morning study”, “meeting with the parents”, “providing learning support materials” and “ensuring there are competent teachers to teach the subjects.” (See Appendix N7, R1-R5). On the part of the Department of Education in ensuring improvement in the pass rate every year, the learners believe this can be achieved through, “regular supply of teaching and learning materials”, “competent teachers to teach difficult subjects like Mathematics, Sciences and Accounting”, “enough teaching and learning aids”, “adequate supply of teaching and learning materials” and sufficient textbooks for learners.” (See Appendix N8, R1-R5).

- **Poo Secondary School**

At Poo Secondary School, the following information was gathered from the RCL members and the learners: In response to their idea of management, the learners identified management, “to get things done in order”, “management as executive members of an organization”, “to make things work effectively”, “to make things work with control” and “to get things done effectively through other people.” (See Appendix N1, R1-R5).

In response to the management of the academic life of the school and the work of the RCL, the learners believe in improvement if, the management of teaching and learning “is taken very serious”, “it is good and learners are represented at the SGB meetings”, “it is effective and there used to be RCL meeting”, and one learner remarked that, “teaching is well controlled but RCL is not functioning effectively.” Another learner said, the management of teaching and learning in the school “is better than some other schools and that there is RCL in the school but they don’t have meetings.” (See Appendix N2, R1-R5).

In response to the question on why learners have chosen to write their matriculation examination at the school, a learner remarked, “my sister matriculated in this same school with good results.” Others mentioned, “discipline”, “good results”, “good matriculation examination results” and that “teachers are committed.” (See Appendix N3, R1-R5). They responded positively to the questions on the disciplinary state of the school and the school code of conduct when they remarked that, “learners are disciplined but not 100%”, “there is code of conduct”, and “learners are punished for disobedience”. “Some learners are problematic but the school is still doing its best” and that “most learners are punctual.” (See Appendix N4, R1-R5). The learners also added that, “some are disobedient” and “some learners are stubborn.” (See Appendix N5, R1-R5).

Majority of the participants are satisfied with the present performance of learners in the school but think it “still needs to improve” and only one learner said that, he is “not completely satisfied.” (See Appendix N6, R1-R5).

The participants also see what the management of the school is doing to ensure improvement in their pass rate, as “attending morning and afternoon classes”, “extra classes”, “weekend and winter classes are provided”

and “encouraging learners.” (See Appendix N7, R1-R5). The learners also responded to the question on what the Department of Basic Education must do to ensure improvement in the pass rate when they concluded that, “teachers must also attend the weekend studies”, “adequate teachers and textbooks”, “adequate supply of teaching and learning materials” and “permanent teachers and supply of textbooks.” (See Appendix N8, R1-R5).

#### **4.4.4 The Educators**

Every professional council has the right and responsibility to determine who will enter and remain in the profession. One way of regulating entry into the teaching profession is to ensure that all teachers are registered before they can practise. The professional body responsible for registering teachers before they can practise in South Africa is referred to as South African Council of Educators (SACE). Information received showed that all the teachers employed at the two schools are registered professionally with the South African Council of Educators.

Five educators were selected from each of the two schools and two of these educators are members of the School Management Team (See Table 4.1).

The discussion that follows is based on the information obtained from the educators of the two schools – Phafane and Poo – through the questionnaire administered to them (Appendix L).

- **Phafane Senior Secondary School**

The educators at Phafane Secondary School consider the management of teaching and learning as the “co-ordination of human, material, technological and financial resources needed to facilitate teaching and learning”, “taking care of the curriculum to achieve the vision of the school” and “managing the curriculum effectively in order to achieve better results.” (See Appendix L1, R3-R5). In response to the question on the management style of the school, the educators stated that it is “democratic”, that the managers “stick to policy in a democratic way” and management is “not autocratic.” (See Appendix L2, R3-R5).

The responding educators also explained that the characteristics of any effective management system include having “interpersonal and administrative skills”, “supportive, consistent, flexible and social cohesion”, “discipline, hardwork and the availability of competent staff.” (See Appendix L3, R3-R5). In response to the question on practices embarked upon by the school to ensure effective instructional and management system and how the SMT assists in these, the educators mentioned, “adherence to rules and policies. SMT members assist in drawing up the policies with the principal”, “continuous motivation of learners and educators” and that “tools for monitoring teaching activities are provided.” (See Appendix L4, R3-R5).

In answer to question 5 (Appendix L) to discover whether there is connection between matriculation examination results and the way the school is managed, the educators stated that, “a school well-managed will definitely produce good results”, “good management will produce good results” and “if a school is badly managed, it will affect the result negatively.” (See Appendix L5, R3-R5). On measures adopted by the School Management Team in ensuring good performance in the matriculation examination, the educators agreed that, “learners are encouraged to work hard”, “adhere to study time with strict monitoring”, and there is “effective teaching and parental involvement.” (See Appendix L6, R3-R5).

In response to the question whether there is any role that the Circuit or District is playing to ensure effective management systems, the teachers mentioned that, “the school is community-based and parents are involved and they pay visits to the school on regular basis”, again, “the District organizes workshops for development but not regularly” and there are workshops to develop teachers.” (See Appendix L7, R3-R5).

Responding to the question on the role played by parents in ensuring the effective management of teaching and learning, the educators agreed that, “parents honour the parents’ meetings”, “they are involved financially” and “they give financial and parental advice on issues affecting the school.” (See Appendix L8, R3-R5). The educators also identified the impact that management of teaching and learning has on learner performance as, “good management brings positive result”, “bad management reduces chances of learners performing well” and “effective management of teaching and learning brings positive result.” (See Appendix L9, R3-R5).

The educators, in response to the question as to whether there are any other things that require the attention of the SMT in order to ensure quality matriculation examination results, mentioned, “continuous monitoring of study and curriculum support” and “adequate supply of teaching and learning support materials including technological materials as being very important.” (See Appendix L10, R3-R5).

- **Poo Secondary School**

During the interview with the educators at Poo Secondary School, they responded to a variety of questions including one on the management of teaching and learning to which they indicated, “managing the academic performance with effective teaching”, “ensuring

successful teaching and learning” and “getting teaching and learning done effectively.” (See Appendix L1, R3-R5). In response to the question on the management style of the school, the educators referred to this as “democratic”, “participatory” and that “all stakeholders are involved” in the decision making process. (See Appendix L2, R3-R5). The question relating to the characteristics of any effective management systems, drew positive response from educators including, “Everyone must be involved in decision making”, management “respects and always considers the vision of the school which was drawn up by the principal and the SMT”, and “gives priority to effective teaching and learning.” (See Appendix L3, R3-R5).

In response to the question regarding practices embarked upon by the school to ensure effective instructional and management systems and how the SMT assists in these, the educators identified, “punctuality at work”, “effective work control” and “regular briefings with educators to encourage and allow them to voice out their concerns.” (See Appendix L4, R3-R5). The educators also saw the connection between matriculation examination results and the way the school is managed, as “a school well-managed will produce good results.” (See Appendix L5, R3-R5). The School Management Team ensures good performance in the matriculation examination through instituting “morning and afternoon classes for learners in grade 10-12”, having “Winter classes and Easter classes” as well as “extra classes for learners.” (See Appendix L6, R3-R5). The educators also believe that the role the Circuit or District is playing to ensure effective management systems, includes “visits from the Circuit office”, “educators’ works are moderated quarterly by the Curriculum Advisers” and that “workshops are organized occasionally by the Circuit” (See Appendix L7, R3-R5), for the educators.

Responding to the question whether there is any role played by parents in ensuring effective management of teaching and learning, the educators mentioned that, “parents converge for meetings on the way forward for their children”, “parents check their children’s books at home and sign”, and they also “donate and assist the school financially.” (See Appendix L8, R3-R5) In response to the question on the influence that management of teaching and learning has on learner performance, the educators agreed that, “good management encourages good learner performance”, “learners’ results are poor if the school is poorly managed” and also remarked that “positive and negative impact on learner performance depends on the way the school is managed.” (See Appendix L9, R3-R5).

The educators saw other things that require the attention of the SMT in order to ensure quality matriculation examination results to include, “teenage pregnancy needs to be discouraged”, “availability of study textbooks for all the subjects” and to “encourage motivational speeches in the school and improve on motivating learners.” (See Appendix L10, R3-R5).

The educators, in general, bring improvement in the school results by performing the following functions:

They perform teaching and other administrative activities regarding teaching and learning in the school. They are involved in classroom teaching, setting of test and examination questions, marking of test and examination papers, recording and giving feedback to learners on their performance.

They act as guidance counsellors to the learners by identifying learners with challenges and giving useful advice and support where necessary.

They assist the principal in formulating policies like the School Policy, LTSM Policy, School Improvement Plan Policy.

They assist the principal and the SMT in carrying out their managerial functions which involve submission of schedules and giving reports to learners.

They act as role models to the learners and the people in the community.

They educate the community on how to handle different socio-economic challenges such as poverty, teenage pregnancy, HIV/AIDS and unemployment.

They assist in training the learners in extra-curricular activities and organise sports competition, school debates etc.

The following functions are further expected of an educator as provided in chapter 7 of the Employment of Educators Act 76 of 1998 (RSA, 1998):

- No educator shall without permission of the employer perform or undertake to perform remunerative work outside the educator’s official duty or work;
- The educator shall perform his duties to the best of his abilities; and
- The employer may order an educator to perform duties on a temporary basis other than those duties ordinarily assigned to the educator which are appropriate to the grade, designation or classification of the educator’s post.



#### **4.4.5 The Parents**

Parents constitute a very important stake-holder group in school – community relations. Hence any remarks from them on school matters need to be taken seriously.

For that reason, five parents were selected from each school including two members of the School Governing Body (See Table 4.1). During the interview with the parents at Phafane secondary school, the following information was gathered:

- **Phafane Senior Secondary School**

In response to the questions on what the school is doing better to make matriculation examination a success, the respondents explained that, “the educators are committed”, there is “extra work for the learners” and there are “morning and afternoon studies, maintaining discipline and proper punishment for disobedience.” (See Appendix M1, R3- R5). The parents are satisfied with the present state of the school matriculation results, because “the results are good and learners have been performing well,” “most of the learners passed their examinations.” (See Appendix M2, R3-R5).

Responding to the question on the contributions of parents in ensuring that the school attains good result in the matriculation examination, the members stated, “that they visit the school to check how the children perform”, “attend the school meetings”, and there is, “involvement in SGB and attending meetings.” (See Appendix M3, R3-R5). They believe also that the school can continue to maintain good results in the matriculation examination, “by encouraging learners to attend morning, afternoon and weekend studies and providing transport support where necessary” and a parent mentioned that, “discipline is the key.” (See Appendix M4, R3-R5).

In response to the last question, these parents were ready to continue bringing their children to attend the school and recommend the school to other parents, “because I have seen a learner obtain seven distinctions in this school”, “because the school produces good results”, and also because “there is co-operation between the teachers and the school management.” (See Appendix M5, R3-R5).

- **Poo Secondary School**

During my interview at Poo secondary school, the following information was obtained: In responding to what the “school is doing better to make matriculation examination a success”, the respondents explained that “extra classes are organized by the school”, “learners are being motivated and textbooks are supplied to the learners in Grade 11 and 12 adequately”, and that “extra classes are organized and learners are disciplined.” (See Appendix M1, R3- R5).

Parents feel satisfied with the present state of the school’s matriculation results, because “it shows that teachers and pupils are working together” but, “the results can still improve” and, “the result shows the outcome of hardwork of teachers and learners.” (See Appendix M2, R3-R5). Surprisingly, the parents also think that, “attending meetings”, “giving advice to the school and financial contributions” will play a significant role in ensuring success in the exams (See Appendix M3, R3-R5).

How can Poo Secondary School continue to maintain its good results in the matriculation examination? This was the question that the parents had to answer. They had a positive response in the answer, “the way teachers are working together with the principal with respect must continue” , “maintaining discipline in the school,” is also important and “the school needs to continue to work together with the parents.” (See Appendix M4, R3-R5). In response to the question whether the parents would continue to bring their children to attend the school or recommend the school to other parents, the members agreed to do so always “because there is team work and respect for the management”, “everyone works together to achieve good results” and “there is good management, little resources but good results.” (See Appendix M5, R3-R5).

- **Summary of responses from Phafane and Poo Secondary Schools**

It was very obvious that parents at these two schools are in good relationship with the management of the schools. The parents’ responses were positive and they were free in responding to the questionnaire truthfully. The schools, without doubt, get the support of the parents and this makes it easier for each of them to carry out their objectives, part of which is passing grade 12 learners with good results. A parent in Phafane said, she had been informing

other parents to bring their children to Phafane if they wanted distinctions for their children. This was as a result of the 2011 matriculation results where a learner got seven distinctions at one of the schools. All the parents from the two schools, Phafane and Poo, confirm in their responses to the questionnaire, that they will always recommend the schools to other parents (See Appendix M). The above confirms the correlates of effective and high performing schools, stated by Calman (2010:3) as that “which involves parents in productive and appropriate ways”. Productive interaction with parents adds value to the school’s effort in ensuring positive results.

#### **4.5 CONCLUDING REMARKS**

In the light of the above, it is very vital to note that effective management of teaching and learning in a school will definitely impact positively on the performance of learners in any examination. According to the respondents, effective management of teaching and learning creates good organizational culture, discipline in the school, positive attitude towards teaching and learning and social cohesion. However, poor management of teaching and learning results in laziness on the part of the educators and learners, negative attitude towards teaching and learning, lack of vision and mission for the school, lack of adequate skills, negative organizational culture and subsequently, poor performance in academic activities in the school.

## **CHAPTER 5**

### **CONCLUSION AND RECOMMENDATION**

#### **5.1 INTRODUCTION**

This study focused on the impact that the management of teaching and learning has on matriculation examination results of learners in Grade 12 in two selected schools. The research aimed at explaining the concept “management of teaching and learning” and examining its influence on the matriculation examination results of schools in the Moroke Circuit. It also aimed at determining from the literature and empirical study, the aspects of instructional leadership that help in establishing the culture of effective teaching and learning in our schools (Kruger, 2003), as well as the impact of a principal’s leadership behaviour on instructional practice. It also aimed at determining the role of stakeholders in ensuring the effectiveness of the management of teaching and learning in the schools and also identifying the systems or approaches put in place by the school leadership in managing the teaching and learning activities of the schools; and also aimed at describing the positive and/or negative influences of the management of teaching and learning on learner performance in general. Two schools, Phafane secondary and Poo secondary, were selected as samples for gathering the information. The two schools are in the rural areas of Limpopo. The principals of the two schools were interviewed as well as selected educators, parents and learners. The research findings and analysis were presented in the previous chapter. This chapter brings to conclusion the findings, recommendations for practice and suggestions for further research.

#### **5.2 SUMMARY OF FINDINGS**

Despite the challenges experienced in gathering relevant data for the completion of this study, the aims set out were reasonably achieved (See 1.3). A summary of the discussion of each of the five aims together with the findings in each is provided below:

##### **5.2.1 Findings regarding Aim 1: Explain the concept, “management of teaching and learning,” and examine its impact on the matriculation examination results of schools in Moroke Circuit.**

Management of teaching and learning was discussed as making use of the available resources in order to achieve our aims and getting things done through the effective use of human resources. Effective management of teaching and learning was explained as being important in ensuring positive result in matriculation examinations. Without effective management of teaching and learning activities, learners are possibly exposed to performing woefully in their matriculation examinations. The views of the educators, management, learners and the parents are shown in Appendices L, M, N.

### **5.2.2 Findings regarding Aim 2: Determine from the literature and the empirical study, the aspects of instructional leadership and the impact of principals' leadership behaviour on instructional practice.**

Instructional leadership, with reference to what the management of the two schools are doing to ensure that learners achieve good results, was examined and it was revealed that, conducting extra classes, organising afternoon study, encouraging discipline in the school, and making learners to adhere to school code of conduct are part of what the management of the two schools are doing to ensure good performance (Appendices L, M, N).

### **5.2.3 Findings regarding Aim 3: Determine the role of the stakeholders in ensuring the effectiveness of the management of teaching and learning in the schools.**

The role of the stakeholders, namely, the principal (See Table 4.2, No. 20), educators (See 4.4.4 line 12-16 for Phafane; line 13-16 for Poo) and the parents (4.4.5 par. (i), line 1-4, par. (v), line 5-8), in ensuring the effectiveness of the management of teaching and learning in the schools was also presented. It was discovered that the principals are responsible for the administrative activities, conducting meetings with parents, drawing up vision and mission statements and drafting the school policies with the help of the SMT.

Teachers of each school support the principal and carry out effective classroom teaching, advising and encouraging learners to study. They are also available to monitor and evaluate learner performance. The parents contribute by making themselves available for parents' meeting, checking on their children's work

regularly, giving financial advice and assistance where necessary (Appendix M).

#### **5.2.4 Findings regarding Aim 4: Identify the systems or approaches put in place by the school leadership in managing the teaching and learning activities of the selected schools.**

The investigation has revealed that the two schools are having school codes of conduct and they believe that discipline goes a long way in ensuring good performance. The managements of the two schools have different types of policies, namely, School Improvement Plan, Staff Development Policy, monitoring instrument policy, School Policy, evaluation tools, school vision and mission statements and parents are involved where necessary (Appendix L). All these contribute to good performance.

#### **5.2.5 Findings regarding Aim 5: Describe the positive and/ or negative influences of the management of teaching and learning on learner performance.**

The question of the positive and/or negative impact that the management of teaching and learning has on learner performance in the matriculation examination was answered by the participants (See 4.4.1). The participants all agreed that good management of teaching and learning will definitely have positive influence on learner performance. However, poor management of teaching and learning will impact negatively on learner performance. All these were made possible by the availability and relentless support of the relevant stakeholders and the participants in this study.

Blanchard (2007:78) gave six elements evident in every high performing organization as:

Shared information and open communication – These are evident in the two schools. There is free flow of information between the educators and the learners in the school. The management style of each of the two schools is democratic, participatory and supportive (Appendix L2).

Compelling vision – The two schools have vision and mission statements.

Ongoing learning – There is ongoing professional development for teachers and learners are always encouraged to study to learn.

Relentless focus on customer results – The focus is on achieving good results in the matriculation examination.

Energising systems and structures – There is the SMT, the teachers, the learners and the parents, all working together to ensure success in matriculation examination of Grade 12.

Shared power and high involvement (See 2.6.2) – There is teamwork in each of the two schools and teachers and learners are involved in decision making.

Shannon (2007) agrees that high performing schools focus on achieving a shared vision, teachers believing that all students can learn and meet high standards, nurturing an instructional programme and school culture conducive to learning and professional growth, teamwork among teachers across all grades, assessments measures, how students' work is evaluated, monitoring learning and teaching, professional development and community involvement. Most of these are visible in the two schools as seen in the responses of the participants (Appendices L, M and N).

### **5.3 CONCLUSION**

In conclusion, the following can be said about the two secondary schools selected for interview for the purpose of this study:

Phafane secondary school is located about one kilometre or more from the main road and the enrollment is lower compared to Poo secondary school, despite having the best result in the Circuit.

The school has got a computer laboratory and a science laboratory which are functional (This is visible during my visits to the school). The matriculation results from this school are the best amongst the schools around and in the Circuit (See Table 2.4). The discipline among learners is revealed when one drives around during school periods and no learner is found roaming the streets. According to my observation, the learners are punctual at school and only a few of them come late to school.

Though it was discovered during the interviews that RCL meetings were not regularly attended by all (See Appendix N2, R1-R5), learners were still involved in the decision making and meetings of the SGB. According to my observation, learners come to school in proper uniform and show interest in school work.

The learners are happy to attend this school, as revealed in their responses to the questionnaire. Teachers in this school are co-operative and supportive. The level of their commitment is revealed in the results of the learners' performance at the end of every year (See Table 4.3). The principal of the school works hand-in-hand with the parents, through having various meetings with them, to ensure the desired success in the matriculation examination results (See Table 4.2). The followings are also identified in the school (See Appendices L-N)

- Willingness of the teachers to work – Teachers are happy about their job and available to help learners.
- Learners' willingness to achieve good result – Learners are hardworking and follow instructions that will help them to pass.
- The principal's visible presence in the school – The principal is always available and moves around the school to ensure everything is in place.
- Discipline on the part of learners and educators in the school – Educators and learners are well behaved.
- Support from the parents and the community – The parents attend meetings and contribute to development in the school.
- Support from the Circuit office – The Circuit office sends officials to inspect and give feedback on the progress of the school. Assistance is rendered where necessary.

At Poo secondary school, the situation is almost the same except that the school is located close to the main road. That, the researcher believes, explains one of the reasons for higher enrollment compared to Phafane secondary school (See Tables 4.3 and 4.4). The school does not have a science laboratory or a computer laboratory. However, the results show that the learners and the educators are doing their best to achieve good results. The followings can also be said of the school (See Appendices L-N).



- The principal's visible presence in and around the school – Availability of the principal when needed and regular inspection of learners' activities within the school premises.
- Learners' punctuality and compliance with the code of conduct – Learners are well behaved and attend lessons on time and regularly.
- Educators' willingness to teach and to provide support where necessary – Educators are open and willing to help learners improve on their performance
- Parental involvement and support – Parents attend meetings and give relevant advice when needed.
- Textbooks are supplied but not completely – Textbooks are supplied to the school especially grade 10-12. Sometimes there are delays in supplying textbooks to grades 8 and 9.

It can be concluded from the above that schools that are performing well in their matriculation examinations get more supplies of Learning and Teaching Support Materials/Resources( This is evident in the availability of science and computer laboratories at Phafane which has lower enrollment of learners than Poo) from the Department of Basic Education. Poo secondary school is 5 years older than Phafane but the resources at the disposal of Phafane secondary school are more and better than those of Poo secondary school. The presence of computer laboratory, science laboratory and functional staff room at Phafane secondary school confirms this.

The findings seem to suggest that a school is not equipped with resources based on its existence or the lifespan but on its achievement. The Department of Basic Education tends to give more support to better performing schools in order to encourage them to improve on their results. The question is, “what happens to the low performing schools”? Does that mean low performing schools are ignored and denied support?

#### **5.4 RECOMMENDATIONS**

It is significant that schools, particularly rural schools, can produce learners with seven distinctions (See Appendix M5, R3) which seems unattainable by some schools in the city. It goes without saying that schools can do well in their matriculation examination irrespective

of where they are located. They only need to be managed by proper and effective managers. Effective management systems, which includes monitoring teaching and learning effectively, regular feedback on assessment, maintaining discipline and promoting a positive school culture where teachers are motivated and professionally developed and learners motivated to learn, will always make a difference in a school's result whether the resources initially provided are adequate or not. Effective management of teaching and learning will always have positive influence on the matriculation examination results. However, poor management of teaching and learning in a school may result to undesirable performance in the matriculation examination results of learners. Considering the situation at the two schools, the following are recommended to allow for the improvement and sustainability of the good results in the schools:

- Principals, as school leaders, should play a major role in ensuring that there is improvement in parental participation in the school. The school leadership should consider training parents, not only to involve them in SGBs, but also in general school activities. Some parents do not make themselves available because they believe they know nothing about what is going on in the school. The school management should reach out to these parents even if it means they have to do so in the languages they understand.
- The schools should come up with a social programme that will bring the parents and the educators together in order to create a relaxed atmosphere between the parents and the educators. Special events can be organised in the school or within the community to recognise some important holidays in South Africa such as women's day, youth day and freedom day.
- The schools should come up with programmes like debate or having press club in the school that will encourage learners to speak the Language of Learning and Teaching (LoLT). Most learners do not want to speak the English language even though they receive their teachings in the English language.
- Schools should also create avenues to reward educators' commitment and learners' performance, like end-of-the year party where gifts are presented for outstanding performance in subject areas and other activities.
- Schools that are performing well in the rural areas should receive the attention of the

government not only to develop or provide support for the school but the whole community where the school is located. For example, the road that leads to Phafane secondary school is untarred, dusty and in a bad condition. This, the researcher believes, can deprive learners from attending schools like these even though they deliver qualitative teaching and learning.

## **5.5 SUGGESTIONS FOR FURTHER RESEARCH**

Effective management of teaching and learning, according to this study, influences the matriculation examination results of learners positively. However, the poor management of teaching and learning impacts negatively on the matriculation results. A school with good manager and management team performs well in the matriculation examination whilst a low-performing school is evidently the result of poor management.

In the light of the above, it is suggested that:

The Department of Basic Education intensifies their effort in monitoring, inspection and evaluation of the performance of each school management system;

A forum for the SMTs of all the schools should be encouraged where they come together and discuss the challenges they are faced with and possible solutions;

School managers should be employed based on merit and good track record in terms of management and they should be made to attend a mandatory continuing professional development for school principals, and that

Managers from high-performing schools should be given a transfer to manage the low-performing schools and see if this will impact positively on their matriculation results. And conversely, managers from low-performing schools should be given the opportunity to manage or be deputies in high-performing schools and see if the good results will be maintained. Allowing managers from low-performing schools to become deputies in high-performing schools could expose them to better knowledge and experience. This actually seems unrealistic and impracticable, but people are likely to improve when they change environment and are brought to the limelight. However, this suggestion needs further research to establish its effectiveness before being implemented.

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## **APPENDICES**

### **APPENDIX A**

#### **LETTER TO THE PARTICIPANTS**

Dear Colleague,

You are cordially invited to participate in a research study on, “*The influence of the management of teaching and learning on matriculation examination results.*”

Attached is a questionnaire designed to gain insight into what impact the leadership and management styles of school managers have on the Grade 12 learner performance (pass rate)? It is aimed at high schools in Moroke Circuit.

The aim of the research is to understand the impact that leadership & management styles of school managers, particularly principals, have on the performance of the Grade 12 learners and the school in general. The results will be used mainly for academic purposes. A copy of the results will also be made available to the management.

However, the ideas listed in this questionnaire are derived from the literature and should not be misinterpreted as ideas that are already part of The Education Department’s plans, or as ideas that will definitely be adopted. This is an anonymous questionnaire and therefore you will not be personally identified in the reporting of the results.

Your cooperation will be appreciated.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'S. A. FABI', with a stylized flourish at the end.

**S. A. FABI (Researcher)**

**Cell: 072 447 1063 Or 083 350 9217**

## APPENDIX B

### LETTER TO PRINCIPAL OF PHAFANE

P. O. BOX 2237  
BURGERSFORT  
1150  
3<sup>RD</sup> FEB. 2012

THE PRINCIPAL  
PHAFANE HIGH SCHOOL  
MADIFAHLANE,  
MOROKE AREA

Dear Sir,

#### RE – PERMISSION TO CONDUCT INTERVIEW

My name is Samuel Abolarinwa Fabi, currently registered at the University of South Africa for a Master's Degree. The title of my dissertation is: *The Influence of the Management of Teaching and Learning on Matriculation Examination Results.*

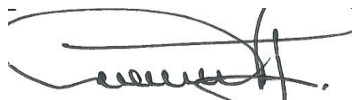
Sequel to my discussion with you, I am seeking permission to interview you, selected educators in the school, learners and a few parents.

This will enable me to collect information needed to complete the Degree programme.

Please take note that the gathered information will remain confidential and will not be used for any other purpose than this research only. Participants will be expected to be as honest as possible during the interview sessions. They will also remain anonymous and will be free to withdraw from the interviews whenever they wish to do so.

Thank you for your anticipated consideration and cooperation.

Yours faithfully,



FABI S.A.

APPENDIX C

RESPONSE FROM PRINCIPAL OF PHAFANE

**PHAFANE SENIOR SECONDARY SCHOOL**

**MOROKE CIRCUIT**



**LIMPOPO**  
PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA



Contact : 082 454 8236  
email : [napeteka@gmail.com](mailto:napeteka@gmail.com)

P O Box 2103  
MOROKE, 1154

12 September 2012

**TO WHOM IT MAY CONCERN**

Sir / Madam

The entire school body including learners and parents vehemently admired warmly the request of Mr. Fabi S.A to conduct interview and observation on the dissertation titled, ***THE INFLUENCE OF MANAGEMENT OF TEACHERS AND LEARNERS ON MATRICULATION EXAMINATION RESULTS IN SEKHUKHUNE DISTRICT, LIMPOPO PROVINCE.***

The school and SMT members wish him the success on his study.

Principal



## APPENDIX D

### LETTER TO PRINCIPAL OF POO SECONDARY SCHOOL

P. O. BOX 2237  
BURGERSFORT  
1150  
3<sup>RD</sup> FEB. 2012

THE PRINCIPAL  
POO SECONDARY SCHOOL  
STAND 153 SEOKODIBENG VILLAGE.

Dear Sir,

#### RE – PERMISSION TO CONDUCT INTERVIEW

My name is Samuel Abolarinwa Fabi, currently registered at the University of South Africa for a Master's Degree. The title of my dissertation is: *The Influence of the Management of Teaching and Learning on Matriculation Examination Results.*

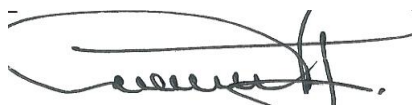
Sequel to my discussion with you, I am seeking permission to interview you, selected educators in the school, learners and a few parents.

This will enable me to collect information needed to complete the Degree programme.

Please take note that the gathered information will remain confidential and will not be used for any other purpose than this research only. Participants will be expected to be as honest as possible during the interview sessions. They will also remain anonymous and will be free to withdraw from the interviews whenever they wish to do so.

Thank you for your anticipated consideration and cooperation.

Yours faithfully,



FABI S.A.

## APPENDIX E

### RESPONSE FROM PRINCIPAL OF POO SECONDARY SCHOOL

# POO SECONDARY SCHOOL

EMIS : 0925631596  
CELL : 072 040 1580  
082 307 5775  
ENQ : MOHLALA M.M.



STAND 153 SEOKODIBENG  
VILLAGE,GA-PHASHA 1129  
P.O. BOX 908  
DRIEKOP  
1129

E-Mail : mosesmohlala@Gmail.com

19 September 2012

Mr Fabi S. A.  
P.O. 2237  
**BURGERSFORT**  
1150

Sir

## PERMISSION TO CONDUCT INTERVIEWS

1. You are hereby granted permission to conducted interviews and to do research work at the above institution for the dissertation : The Influence of the Management of Teaching and Learning on Matriculation Examination Results.
2. You are free to interact with all relevant people,that is the principal,educators, learners and parents,in the gathering of information.
3. We wish you all the best in your various endeavours.

Yours faithfully

Mohlala M. M.  
Principal



## **APPENDIX F**

### **LETTER TO CIRCUIT MANAGER**

P. O. BOX 2237  
BURGERSFORT  
1150  
30<sup>TH</sup> JANUARY 2012

OFFICE OF THE CIRCUIT MANAGER  
MOROKE CIRCUIT  
RIBA CROSS DISTRICT  
PRIVATE BAG X1305  
ATOK  
0749.

Dear Sir,

#### **RE – PERMISSION TO CONDUCT INTERVIEW**

I am Samuel Abolarinwa Fabi, an educator at Poo Secondary School, and a registered student at the University of South Africa for a Master's Degree programme in Education Management. The title of my dissertation is: ***The Influence of the Management of Teaching and Learning on Matriculation Examination Results (A case study of 2 schools in Moroke Circuit, Riba Cross District, Limpopo).***

Following my discussion with you on Thursday 26<sup>th</sup> January 2012, I am therefore writing to seek your permission to conduct interviews at the following schools:

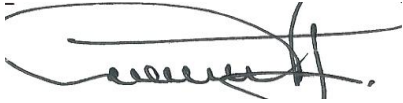
1. Phafane High School
2. Poo Secondary School

These two schools, being high performing schools in the circuit, are selected to investigate the success stories behind their performances. The major questions to be examined are: What are the characteristics of any effective management system? What are the practices embarked upon by the schools that ensure effective instructional and management systems? What is the role of the stakeholders in ensuring effective management of teaching and learning? What are the influences (both positive and negative) the management of teaching and learning has on learner performance in the matriculation examination?

Please note that the results of this investigation will be made available to the department and this will, hopefully, inform policy development towards more accurate and reliable measures of learner performance in the matriculation examinations.

Thank you for your anticipated cooperation.

Yours faithfully,

A handwritten signature in black ink, consisting of a series of loops and a final vertical stroke.

FABI S .A. (083 350 9217)



## APPENDIX G

### RESPONSE FROM THE CIRCUIT MANAGER



**LIMPOPO**

PROVINCIAL GOVERNMENT  
REPUBLIC OF SOUTH AFRICA

DEPARTMENT OF  
**EDUCATION**

Persal No: 83021973

Enquiries: Nkosi IM

Date: 17 February 2012

Mr SA FABI

Poo Secondary School

MOROKE

0749

#### PERMISSION TO CONDUCT INTERVIEWS WITH TWO MOROKE SCHOOLS: YOURSELF

1. Your letter dated the 30<sup>th</sup> January refers.
2. The circuit office has received your request to conduct interviews with School Management Teams as a requisite towards finalizing your Masters' Degree with the University of South Africa.
3. Having considered the nature and extend of the intended investigation, the circuit office grants you permission to conduct research (conducting interviews) with both Poo and Phafane Secondary Schools in Moroke circuit.
4. The office trusts that such research findings may assist other schools and institutions on the road to good and effective teaching and learning programmes.
5. Thank you

1

CIRCUIT MANAGER

17/02/2012

DATE

THE OFFICE OF THE CIRCUIT MANAGER  
MOROKE CIRCUIT-MECKLENBURG; PRIVATE BAG X1305, ATOK, 0749  
TEL (015) 6190112/0118/0164: CELL: 08238088278; FAX (015) 6190073/0866087160  
Email: nkosiim@webmail.co.za



## APPENDIX H

### INTERVIEW SCHEDULE FOR EDUCATORS

#### SECTION A:

SCHOOL A [ ] SCHOOL B [ ] Tick whichever is applicable

GENDER: M [ ] F [ ] Tick whichever is applicable

YEARS OF EXPERIENCE:..... (If applicable)

\*\*\*\*\*

#### SECTION B: OPEN ENDED QUESTIONS

1. What is your idea about the management of teaching and learning?

.....  
.....  
.....  
.....

2. Explain briefly your opinion about the management style of this school:

.....  
.....

3. What do you think should be the characteristics of any effective management system?

.....  
.....  
.....  
.....  
.....

4. What are the practices embarked upon by the schools that ensure effective instructional and management system? And how does the SMT assist in this?

.....  
.....  
.....  
.....  
.....

5. Do you believe there is any connection between matriculation examination results and the way the school is managed? .....

6. Can you explain the measures adopted by the school management teams to ensure learners' good performance in the matriculation examination?

.....  
.....  
.....  
.....  
.....

7 Is there any role the circuit/district is playing in ensuring effective management of teaching and learning? Explain.

.....  
.....  
.....

8 Is there any role the parents are playing in ensuring effective management of teaching and learning in the school? Explain

.....  
.....  
.....

9 What are the impacts (both positive and/ or negative) the management of teaching and learning has on learner performance in the matriculation examination?

POSITIVE:.....  
.....  
.....  
.....

NEGATIVE(if  
any).....  
.....  
.....  
.....

10 Are there any other things that require the attention of the school management team in order to ensure quality matriculation examination results? Give details.....

.....

.....

---

## APPENDIX I

### STRUCTURED INTERVIEW SCHEDULE FOR PARENTS

#### SECTION A

SCHOOL A [ ] SCHOOL B [ ]

GENDER: MALE ( ) FEMALE ( ) TICK WHICHEVER IS APPLICABLE

#### SECTION B

1. In your opinion, what do you think the school is doing better to make matriculation results of learners a success?.....

2. Are you satisfied with the present state of the school's matriculation results? Yes ( ) No ( ) tick whichever is applicable and explain why .....

3. What are the contributions of parents in ensuring that this school attains good results in matriculation examination? .....

.....

4. How do you think the school can continue to maintain good results in the matriculation examination every year?

.....

5. Will you recommend other parents to continue bringing their children to this school, taking into consideration the management system, resources, and learning and teaching activities in this school?

.....

## APPENDIX J

### INTERVIEW SCHEDULE FOR LEARNERS

#### SECTION A

SCHOOL A [ ] SCHOOL B [ ]

GENDER: MALE ( ) FEMALE ( ) TICK WHICHEVER IS APPLICABLE

#### SECTION B

1. What is your idea about management?  
.....
2.
  - 2.1 What can you say about management of teaching and learning in this school?.....  
.....  
.....
  - 2.2 Comment on the RCL in the school.
3. Why have you chosen to attend or write your matriculation examination in this school?  
.....  
.....  
.....
4. Comment on the disciplinary state of the school  
.....  
.....  
.....
5. In your opinion do you think the learners abide by the school's code of conduct?  
.....  
.....
6. Are you satisfied or impressed by the present performance of learners in matriculation examination in this school? Yes ( ) No ( )  
Explain.....

7. What do you think the management of the school is doing to ensure improvement in the pass rate of learners in matriculation examination?

.....

8. What else do you think the school or the Department of Education needs to do to ensure that learners pass the matriculation examination every year with good grades?

.....

.....

## APPENDIX K

### STRUCTURED INTERVIEW SCHEDULE FOR THE PRINCIPALS

SCHOOL A [ ] SCHOOL B [ ] Tick whichever is applicable

LOCATION OF SCHOOL: .....

1. No of learners in the school: Male..... Female.....
2. No of Educators in the school: Male .....Female.....
3. When was the school established?.....
4. Does the number of teachers justify the number of learners in the school? .....
5. No of SMT members: Male..... Female.....
6. No of SGB members: Male .....Female.....
7. Are learners (from RCL) represented at the SGB meetings? Yes [ ] No [ ] Explain briefly their functions.....
8. School opening time ..... School closing time.....
9. Any extra classes in the school? .....
10. Do the classes have attendance register? .....
11. Do the classes have subject attendance register? .....
12. Does the school have code of conduct for both teachers and learners? .....
13. Visibility of the school vision and mission statement .....
14. Are there any educators undergoing Professional development.....
15. Is School Policy available? .....
16. Availability of School Improvement plan (SIP) .....
17. Is Staff Development Policy available? .....
18. Does the school have year plan and allocation of duties? .....
19. Other monitoring and evaluation tools used in the school.....  
.....
20. What is the school doing to make sure matriculation results improve every year?  
.....  
.....

21. Five-year matriculation examination results of the school and enrollment:

YEAR	RESULT (%)	ENROLLMENT ( SUCCEEDING YEAR)
2007		
2008		
2009		
2010		
2011		



## Appendix L: Responses of Educators/SMT members to the Interview Schedule

**Note: SMT: R1-R2**

S/N	QUESTIONS	RESPONSES (PHAFANE)	RESPONSES (POO)
L1	What is your idea of management of teaching and learning?	<p>R1: Imparting knowledge to the learners in effective way</p> <p>R2: To direct and guide teaching and learning by acting as a facilitator.</p> <p>R3: Co-ordination of human, material, technological and financial resources needed to facilitate teaching and learning</p> <p>R4: Taking care of the curriculum to achieve the vision of the school.</p> <p>R5: Managing the curriculum effectively in order to achieve better results.</p>	<p>R1: Strategy put in place for successful teaching and learning</p> <p>R2: Making sure that all teaching and learning are done</p> <p>R3: Managing the academic performance with effective teaching using a particular method or strategy.</p> <p>R4: The process of ensuring successful teaching and learning</p> <p>R5: Getting teaching and learning done effectively.</p>
L2	Explain briefly your opinion about the management style of the school.	<p>R1: Supportive</p> <p>R2: Firm</p> <p>R3: Democratic</p> <p>R4: Stick to policy in a democratic way</p> <p>R5: Not autocratic. It's democratic.</p>	<p>R1: Democratic</p> <p>R2: Supportive</p> <p>R3: Participatory management style</p> <p>R4: Democratic</p> <p>R5: All stakeholders are involved</p>

L3	What do you think should be the characteristics of any effective management system?	<p>R1: Discipline and care.</p> <p>R2: Goal-directed</p> <p>R3: Interpersonal skills and administrative skills.</p> <p>R4: Supportive, consistent, flexibility and social cohesion.</p> <p>R5: Discipline, hardwork and availability of competent staff</p>	<p>R1: Involvement of all stakeholders. Presence of accountability and shared responsibilities.</p> <p>R2: Planning, implementation and control</p> <p>R3: Everyone must understand what is expected of them and be involved in decision making</p> <p>R4: Respects and always considers the vision and the mission of the school which was drawn up by the principal and the SMT.</p> <p>R5: Give priority to effective teaching and learning</p>
L4	What are the practices embarked upon by the school to ensure effective instructional and management system? How does the SMT assist in these?	<p>R1: Effective supervision. The SMT assist the principal to do when necessary.</p> <p>R2: Drawing up a year plan, timetables, assessment plans.</p>	<p>R1: Time management. SMT members assist in administrative work, finances, teaching plan and extra-curricular activities.</p> <p>R2: Class visits, work control. Principal is assisted by the management team to come up with ideas and draw up a code of conduct for the school.</p>

		<p>R3: Adherence to rules and policies. SMT members assist in drawing up the policies with the principal</p> <p>R4: Continuous motivation of learners and educators. Development programmes for learners and teachers.</p> <p>R5: Tools for monitoring of teaching activities are provided.</p>	<p>R3: Punctuality at work. SMT members assist the principal in drawing up a code of conduct and other policies</p> <p>R4: Effective work control and monitoring</p> <p>R5: Regular briefings with educators to encourage them and allow them to voice out their concerns.</p>
L5	Is there any connection between matriculation examination results and the way the school is managed?	<p>R1: Yes, good management attracts good results.</p> <p>R2: Yes, good management will always bring positive outcome</p> <p>R3: Yes, a school well managed will definitely produce good results.</p> <p>R4: Yes, good management will bring good results</p> <p>R5: Yes, if a school is badly managed, it will affect the result negatively</p>	<p>R1: Yes</p> <p>R2: Yes that is correct.</p> <p>R3: Yes. A school well-managed will produce good results.</p> <p>R4: Yes</p> <p>R5: Yes</p>

L6	Can you explain the measures adopted by the school management team to ensure learners' good performance in the matriculation examination?	R1: Group studies, afternoon and morning studies	R1: Extra classes, holiday and weekend classes
		<p>R2: The school ensures that the contact time for teaching and learning are observed</p> <p>R3: Learners are encouraged to work hard, dedicated to their work and be disciplined.</p> <p>R4: Adherence to study time with strict monitoring.</p> <p>R5: Effective teaching and parental involvement.</p>	<p>R2: Monthly tests and quarterly schedules are published in the school to encourage learners.</p> <p>R3: Morning and afternoon classes for learners in grade 10-12</p> <p>R4: Winter classes and Easter classes</p> <p>R5: Extra classes for learners</p>
L7	Is there any role the Circuit/District is playing in ensuring effective management system?	<p>R1: Yes, effective monitoring from the Circuit</p> <p>R2: They give motivational talks</p> <p>R3: The school is a community based organization, therefore parents and the district are involved and they pay visits to the school on regular basis.</p> <p>R4: District organizes workshops for development but not regularly</p>	<p>R1: Yes, Curriculum Advisors work closely with the educators</p> <p>R2: The Circuit checks and controls educators' files</p> <p>R3: Visits from the Circuit office</p> <p>R4: Educators' works are moderated quarterly by the Curriculum Advisors</p>

		R5: There are workshops to develop teachers	R5: Workshops are organised occasionally by the Circuit
L8	Is there any role the parents are playing in ensuring effective management of teaching and learning in the school? Explain.	<p>R1: Parents visit the school for briefing on their children's performance</p> <p>R2: Parents give advice to the school</p> <p>R3: Parents honour the parents' meetings</p> <p>R4: Parents are involved financially</p> <p>R5: Parents give financial and parental advice on issues affecting the school.</p>	<p>R1: Parents visit the school to check their kids' progress</p> <p>R2: Parents are involved in the SGB and they give advice to the school</p> <p>R3: Parents converge for meeting on the way forward for their children</p> <p>R4: Parents check their children books at home and sign</p> <p>R5: Parents donate and assist the school financially.</p>
L9	What are the impacts (both positive and negative) the management of teaching and learning has on learner performance in matriculation examination?	<p>R1: Learners are affected positively if teaching is managed well</p> <p>R2: Learners' results are good when teaching is managed the right way</p> <p>R3: Good management brings positive result. However bad management of teaching impacts negatively on results</p>	<p>R1: Good management improves on results, too strict rules might bring decline to the performance of learners.</p> <p>R2: Learners achieve good result with good management</p> <p>R3: Good management encourages good learner performance</p>

		R4: Bad management reduces chances of learners performing well	R4: Learners' results are poor if the school is poorly managed
		R5: Effective management of teaching and learning brings positive result.	R5: Positive or negative impacts on learner performance depend on the way the school is managed.
L10	Are there any other things that require the attention of the school management team in order to ensure quality matriculation examination results? Give details.	<p>R1: Adequate supply of resources like study guides</p> <p>R2: Additional teaching staff and relevant LTSM resources</p> <p>R3: No</p> <p>R4: Continuous monitoring of study, curriculum support.</p> <p>R5: Adequate supply of teaching and learning materials including technological materials.</p>	<p>R1: Lower grades classes need to be given attention</p> <p>R2: Good study time table</p> <p>R3: Teenage pregnancy needs to be discouraged</p> <p>R4: Availability of study text books for all the subjects</p> <p>R5: Encourage motivational speeches in the school and improve on motivating learners.</p>

## Appendix M: Responses of Parents/SGB members to the structured interview schedule

**Note: SGB members: R1-R2**

S/N	QUESTIONS	RESPONSES (PHAFANE)	RESPONSES (POO)
M1	In your own opinion, what do you think the school is doing better to make matriculation examination results of learners a success?	<p>R1: There is discipline and learners attend afternoon study</p> <p>R2: Compulsory morning and afternoon studies</p> <p>R3: Educators are committed</p> <p>R4: Extra work for the learners.</p> <p>R5: Morning and afternoon studies. Maintaining discipline and proper punishment for disobedience.</p>	<p>R1: The school encourages the learners to attend the extra classes.</p> <p>R2: Extra studies, morning, afternoon and holiday classes which are supervised.</p> <p>R3: Extra classes are organized by the school</p> <p>R4: Extra classes for learners. Learners are being motivated and textbooks are being supplied to the Grade 11 and 12 adequately</p> <p>R5: Extra classes are organized and learners are discipline.</p>
M2	Are you satisfied with the present state of the school's matriculation results? Explain	<p>R1: Yes. Each year this school produce good results</p> <p>R2: Yes. The school obtained excellent results</p> <p>R3: Yes. The results are good</p>	<p>R1: Yes, the result is above 60%</p> <p>R2: Yes, it shows the school has future</p> <p>R3: Yes, it shows teachers and pupils are working together</p>

		<p>R4: Yes. Learners have been performing well.</p> <p>R5: Yes. Most learners passed their examinations.</p>	<p>R4: Yes, but the result can still improve.</p> <p>R5: Yes, the result shows the outcome of hardwork of teachers and learners</p>
M3	What are the contributions of parents in ensuring that this school attains good results in the matriculation examination?	<p>R1: Parents motivate their children to go to school and remain for study</p> <p>R2: We motivate our kids to attend studies and spend quality time on their school work. We reward them on good performance.</p> <p>R3: We visit the school to check how the children perform in school.</p> <p>R4: Attend the school meetings.</p> <p>R5: Involvement in SGB and attending meetings.</p>	<p>R1: Attending meetings at school to discuss our kids' performance and how it will be improved.</p> <p>R2: Motivate learners to attend extra classes. Motivation in terms of praising them when they perform well. Taking them for shopping as a reward for good results.</p> <p>R3: Attending meetings</p> <p>R4: Attending meetings and giving advice to the school</p> <p>R5: Financial contributions and attending meetings.</p>



M4	How do you think the school can continue to maintain good results in the matriculation examination?	<p>R1: If the school continues to maintain good discipline and adherence to code of conduct. This ensures learners display positive attitude towards school work</p> <p>R2: Encourage learners to study and work hard</p> <p>R3: By encouraging learners to attend morning, afternoon and weekend studies and provide transport support where necessary.</p> <p>R4: Encourage the matriculating learners to attend study. Giving support to the principal and the teachers ensures positive organizational culture.</p> <p>R5: Discipline is the key</p>	<p>R1: Update parents continually on the progress of learners.</p> <p>R2: Proper monitoring of learners' work</p> <p>R3: The way teachers are working together with the principal with respect must continue.</p> <p>R4: By continuing to maintain discipline in the school</p> <p>R5: The school needs to continue to work together with the parents</p>
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M5	Will you recommend other parents to continue bringing their children to this school, taking into consideration the management system, resources, learning and teaching activities in the school?	<p>R1: Yes. Because of the good administration which produces good result</p> <p>R2: Yes. Because there is good achievement</p> <p>R3: Yes. Because I have seen a learner obtained seven distinctions in this school. The management and the SGB work together</p> <p>R4: Yes. Because the school produce good results.</p> <p>R5: Yes. There is co-operation between the teachers and the school management.</p>	<p>R1: Yes, however I would recommend that learning resources need to be improved.</p> <p>R2: Yes I will. Because there is hardwork and discipline in this school.</p> <p>R3: Yes. Because there is team work and respect for the management in the school.</p> <p>R4: Yes. Because everyone works together to achieve good results.</p> <p>R5: Yes. There is good management. Little resources but good results.</p>
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## Appendix N: Responses of Learners/RCL members to the Interview Schedule

**Note: RCL members: R1-R2**

S/N	QUESTIONS	RESPONSES (PHAFANE)	RESPONSES (POO)
N1	What is your idea of management?	<p>R1: To be in control of a situation</p> <p>R2: To be in charge of something</p> <p>R3: To make things happen</p> <p>R4: To be in control of people and other resources</p> <p>R5: To manage</p>	<p>R1: To get things done in order</p> <p>R2: Executive members of an organization</p> <p>R3: To make things work effectively</p> <p>R4: To make things work with control</p> <p>R5: To get things done effectively through other people</p>
N2	What can you say about management of teaching and learning in this school? Comment on RCL in the school	<p>R1: It is commendable. But in the area of RCL, learners are not adequately informed about the RCL</p> <p>R2: It is well managed. RCL is not effective in the school</p> <p>R3: It is good. RCL is not that common talked about</p> <p>R4: It is impressive</p> <p>R5: It is positive</p>	<p>R1: It is taken very serious</p> <p>R2: It is good. There is learner representative at the SGB meetings</p> <p>R3: It is effective. There used to be RCL meeting.</p> <p>R4: Teaching is well controlled. RCL is not that functioning effectively</p> <p>R5: It is better than some other schools around. There is RCL in the school but they don't have meetings.</p>

N3	Why have you chosen to attend or write your matriculation examination in this school?	R1: Because of good results	R1: My sister matriculated in this school with good results
		<p>R2: Because the learners are well-behaved here</p> <p>R3: Because my brother attended this school and he passed</p> <p>R4: Teachers are respected and they do their work</p> <p>R5: The school is known for good performance</p>	<p>R2: Because of discipline</p> <p>R3: Because the learners are getting good results</p> <p>R4: Because the matriculation examination results is good</p> <p>R5: Because the teachers are committed</p>
N4	Comment on the disciplinary state of the school.	<p>R1: Learners are disciplined</p> <p>R2: Learners' behaviour is governed by the school code of conduct</p> <p>R3: Learners do their work</p> <p>R4: Learners are not taking drugs</p> <p>R5: Teenage pregnancy is not common in the school</p>	<p>R1: Learners are disciplined but not 100%</p> <p>R2: There is school code of conduct</p> <p>R3: Learners are punished for disobedience</p> <p>R4: Some learners are problematic but the school is still doing its best.</p> <p>R5: Most learners are punctual.</p>

N5	In your opinion do you think the learners abide by the school code of conduct?	R1: Not all learners R2: Yes most of the learners R3: Yes R4: Most learners R5: Yes especially in the area of uniform	R1: Yes, but not all R2: Not all of them R3: Yes, but some are disobedient R4: Yes R5: Some learners are stubborn.
N6	Are you satisfied by the present performance of learners in matriculation examination in this school? Explain	R1: Yes, it is good R2: Yes. Good result R3: Yes, the result is good R4: Yes, the result is good but can still improve R5: Yes, it is good result	R1: Yes, but still need to improve R2: Yes. The result is good R3: Yes. But the result needs to improve R4: Not completely satisfied R5: Not satisfied
N7	What do you think the management of the school is doing to ensure improvement in the pass rate of learners in matriculation examination?	R1: Attending winter classes R2: Morning study R3: Having meetings with the parents R4: Providing learning support materials R5: Ensuring there are competent teachers to teach the subjects	R1: Attending morning and afternoon classes R2: Extra classes R3: Morning and afternoon classes R4: Weekend and winter classes are provided R5: Encouraging learners

N8	What else do you think the school or the Department of Basic Education needs to do to ensure learners pass the matriculation examination every year with good grades?	<p>R1: Regular supply of teaching and learning materials</p> <p>R2: Competent teachers to teach difficult subjects like Mathematics and Accounting must be stable</p> <p>R3: Enough teaching and learning aids</p> <p>R4: Adequate supply of teaching and learning materials</p> <p>R5: Sufficient textbooks for learners.</p>	<p>R1: Teachers must also attend the weekend studies</p> <p>R2: Adequate teachers and textbooks</p> <p>R3: Adequate supply of teaching and learning materials.</p> <p>R4: More teachers must be present for weekend classes.</p> <p>R5: Permanent teachers and supply of textbooks.</p>
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